PROBLEMS OF TEACHER EDUCATION IN TURKEY

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Education and qualifications of teachers' in Turkey is usually discussed as a process in recent years. Problems in the teaching profession in these issues have been discussed although they occur while there is not a complete and comprehensive solution yet. In Turkey, the seek of other innovations and models to implement reforms, based on the expertise of the professional competencies of the profession of teaching and the social status of the profession has been another cause of destruction. In our country, teacher are figured out as the only source of knowledge, and they are loaded many responsibilities. Under recent circumstances teachers in Turkey are considered more passive than those in the World Education. "Teacher, cannot adapt to the renewed circumstances surrounding students and schools.

As a country in international educational arena, we see that student success is quite low in Turkey. According to the results of the PISA 2003, Turkish students in the field of science, mathematics and ability to read had 423, 434, 441 points accordingly. Among thirty OECD countries Turkey had the 29th degree (OECD, 2004). Three years later in 2006, PISA study Turkish students had 424 points as an average of science and math, while Finnish students in the field of science and technology received an average score of 563 and maths 548 (OECD, 2007).

In our country, it is necessary to pass a written exam after 4-year undergraduate education however only a written examination is not enough for the profession of teaching and it may cause inevitable failures. A teacher must be able to appeal to the student, to adapt to the developing world, to provide an effective interaction with the environment.

Therefore, if we want to guarantee our future as a country, first of all, we need to fix crucial vulnerabilities of our educational system and more importantly, we must be more active and productive to raise teacher candidates' educational level.

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