

UDC 378.147:9(560)

**Vasylyshyna N.**

Scientific Institute of International Relations, National Aviation University, Kyiv

### **OCCUPATIONAL SCOPE OF HIGH SCHOOL LECTURER IN TURKISH EDUCATION: PAST VS. MODERNITY**

The paper under consideration is concerned with the issue of improving the level of Turkish high education by means of mastering teaching staff. So, in the frame of the research we have outlined basic aims, principles of Turkish National Education.

Considering such fundamentals, this study was directed to emphasize core competences of high school lecturers that are necessary to shape appropriate experts. The research presented views on this problem of famous scholars, scientists, researchers in order to reveal the issue in-depth.

Respectively, the aim of our paper was to: give review on teacher effectiveness from different angles; define the characteristics of effective English language teachers; perform activities done to raise the quality of Turkish teachers on the example of “Anatolian Teacher Training High Schools”.

The outcome of the research was crowned with a generalized definition of teacher effectiveness made by Hunt, such as: “The collection of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens”.

The paper was completed with conception that even expert teachers is always in the process of professional growth; and thus, teacher effectiveness should be perceived as a fluid rather than a fixed phenomenon.

**Key words:** Turkish education, aims, principles, high school lecturers, teacher effectiveness, English language teachers, characteristics.

**INTRODUCTION.** The actuality of the current survey was caused by new ongoing demands for future experts in different areas of life. As a result, the new portfolio of teachers is establishing in our society. Before outlining the sufficient high school lecturers’ characteristics, we are carrying out the investigation concerning main goals and principled that make a background for overall Turkish education.

Consequently, the aims and principles of Turkish National Education defined by the Basic Law of National Education numbered 1739 are as follows:

-to raise individuals who are committed to Atatürk’s reforms and principles, who adopt, protect and improve the national, moral, human, spiritual and cultural values of the Turkish nation;

-to bring up individuals who physically, mentally, morally, spiritually and emotionally have a moderate and healthy personality and mentality, independent and scientific thinking power, a wide world view; who respect human rights, appreciate enterprise and individuality; who feel responsibility towards the society; and who are constructive, creative and productive;

-to prepare individuals for life by ensuring that they have professions which will make them happy and contribute to the welfare of the society through equipping them with the necessary knowledge, skills, attitude and habit of working cooperatively in line with their own interests, talents and abilities [1].

Thus, taking into consideration mentioned above state purposes, the primary aim of the high school teacher is to promote the welfare and happiness of the citizens and Turkish society, to support and accelerate economic, cultural and social development in national unity and cohesion,

and finally to make the Turkish Nation a constructive, creative and distinguished partner of contemporary civilization.

**MATERIALS AND FINDINGS.** Under these circumstances, this study is directed to emphasize core competences of high school lecturers that are necessary to shape appropriate experts.

We consider apt at the moment to start our research from views on this problem of famous scholars, scientists, researchers in order to reveal the issue in-depth.

Correspondingly, Aydem Ciftcioglu (Bursa, Turkey) investigated teachers' occupational evaluations; Rhodes and Doering noted that career withdrawal cognitions, which combined with search and availability of alternatives, then leads to actual career change. Demiriel noted that the role of teachers should be to identify appropriate learning styles for students' personal characteristics and guide them to fields that are most appropriate for their learning profiles [3,4].

The ethical problem was highlighted by McCurdy, who mentioned that people are supposed to behave in such a personality that is shaped with the concepts of good, beauty and righteousness at all the stages of life. Theroux said that people have the obligation to comply with the ethical values so as to live in society by sharing love, friendship, happiness and peace, because ethics starts and ends with human beings. Moorhouse admitted that ethical values can be expressed as loyalty, honesty, justice, accuracy, respect, tolerance, responsibility, courage [1,4].

So, teachers' qualities have been an ongoing topic of interest among educational researchers for many years, with considerable focus given to the specific traits and behaviors that are believed to constitute effective teaching.

Thus, in accordance with instructions mentioned above points of view expressed by Turkish investigators, we can approach to the outcome that the concern of high school lecturers' features in open for further discussions because of constant changes in the world.

*Respectively, the aim of our paper is to:* give review on teacher effectiveness from different angles; define the characteristics of effective English language teachers; perform activities done to raise the quality of Turkish teachers on the example of "Anatolian Teacher Training High Schools".

**Fundamental Investigation Review.** With the purpose of first task realization, we supposed to start from denoting the phenomenon of high school teacher effectiveness. Hativa, Barak, and Simhi point out that teacher effectiveness is not merely about fitting a particular teacher type or conforming to a set of external criteria. Accordingly, Anderson, Evertson, and Brophy described effective teaching as "what teachers do in the classroom" in terms of "what happens to their students", referring to the 'process' and the 'product' approaches to learning respectively [1,5].

However, Bell asserts that the qualities of an effective teacher can, in fact, be identified. As she explains, although "there is little agreement regarding which specific behaviors constitute effective teaching, researchers agree at least on some dimensions" that exemplify the characteristics of effective classroom instructors [2].

Similarly, Feldman points to warmth and kindness as important qualities for an effective teacher. After reviewing several theoretical and experimental studies, Hunt offered a generalized definition of teacher effectiveness as "The collection of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens" [5].

The second task of our research was to draw a picture of effective English language teachers' characteristics. For example, Shishavan and Sadeghi, in their examination of the opinions of English language teachers and learners, found that English language teachers believed that preparing lessons well, using appropriate lesson plans and assessing what students have learned in a

reasonable fashion are most important. On the other hand, the students who participated in the study expressed that the ability to teach English using the learners' mother tongue was the leading quality of an effective language teacher [1, 5].

Furthermore, while mastery of the target language, having accurate pedagogical knowledge, and being able to use specified techniques and methods were important for the teachers, the students opted for a teacher's positive personality.

In a similar study carried out in Iran, Ghasemi and Hashemi investigated students' views of the characteristics of effective English language teachers under three main categories, including subject matter knowledge, pedagogical knowledge, and socio-affective skills. According to their findings, certain teacher characteristics such as reading and speaking proficiency; ability to arouse students' interest in learning English; and building students' self-confidence and motivation were seen as universally desirable [5].

In the Thai context, Wichadee explored the qualities of effective English language teachers based on the four categories of: English proficiency, pedagogical knowledge, organization and communication skills, and socio-affective skills [5].

In Turkey, where a great deal of attention is focused on English language instruction the effectiveness of English teachers has received particular attention. While research Çelik, indicates that the majority of Turkish students perceive teacher efficacy in general as the ability to ensure a comfortable learning environment in which positive student-teacher interaction takes place [5].

In another study conducted in the Turkish context, Çubukçu found that successful teachers must embrace the ideal of caring about students and their learning. In addition, language instructors must have the ability to use a variety of instructional methods in their classrooms, create a relaxing environment, and adapt to the needs of students regarding language learning motivation and interests [1, 5].

Finally, although not directly related to the field of English language teaching, a study conducted by Yılmaz explored the perceptions of pre-service teachers enrolled in various majors at a Turkish university. His findings revealed that the majority of the participants expressed preference for warm, kind, sincere, friendly, sociable and familiar teachers who were enthusiastic, excited about teaching, dynamic, and motivating [5].

At last, in the frame of our pedagogical study, we are aimed to show activities Turkish government applies to raise the quality of high school teachers. As an example, we can present "Anatolian Teacher Training High Schools". Such establishments were set up as a student source for the teacher training higher educational institutes were inaugurated in 1989-1990 academic year with the purpose of training teachers in an integrated system beginning from the secondary education level. Moreover, 80% of the students of "Anatolian Teacher's High Schools" who take courses on teaching profession are inclined towards the Teacher Training Higher Educational Institutions [1,4].

What's more, in order to ensure quality improvement in education and the attractiveness of the teaching profession, all of the Anatolian teacher training high school graduates are awarded with scholarships by the Ministry with the quota determined as well as with additional points. To our mind, in is very useful, purposeful and resultful approach that should be implemented in Ukraine as well [1].

**CONCLUSION.** Such wise, having examined the question of high school lecturers' descriptions, we can judge that in order to achieve teacher's effectiveness, one has to be open for new challenges, difficulties and attempts. More by token, even expert teachers start out as novices, gradually changing their teaching styles to fit their learners' needs and expectations. In this sense, it

may be claimed that an effective teacher is always in the process of professional growth; and thus, teacher effectiveness should be perceived as a fluid rather than a fixed phenomenon.

To sum up the edge, explorer Bell shows that "while teaching behaviors are considered to be effective regardless of discipline, there are also teaching behaviors and attitudes that are considered to be discipline specific". Hence, apart from the teacher characteristics examined in this study, the qualities of instructors within specific fields should be interrogated in future research in order to guide teacher educators in implementing more effective professional development programs [2].

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### Василюшина Н. М.

Навчально-науковий інститут Міжнародних відносин, Національний авіаційний університет, Київ

## СУКУПНІСТЬ ПРОФЕСІЙНИХ ХАРАКТЕРИСТИК ВИКЛАДАЧА ВИЩОЇ ШКОЛИ У ТУРЕЦЬКІЙ ОСВІТІ: МИНУЛЕ ТА СУЧАСНЕ

У статті розглядається питання про підвищення рівня вищої освіти Туреччини шляхом підготовки педагогічних кадрів. Так, в рамках дослідження ми позначили основні цілі, принципи турецької національної освіти.

З огляду на такі положення, дане дослідження було направлене, щоб підкреслити ключові компетенції викладачів вищої школи, які необхідні для формування відповідних експертів. Дослідження представило погляди на цю проблему відомих вчених, дослідників, науковців, для того, щоб розглянути дане питання глобально.

Відповідно, метою нашої роботи було: дати огляд про ефективність викладачів з різних точок зору; визначити характеристики ефективних викладачів англійської мови; представити діяльність, спрямовану на підвищення якості турецьких викладачів на прикладі "Анатолійської підготовки викладачів вищої школи".

Результати дослідження увінчалися узагальненим визначенням ефективності вчителя, зробленим Хантом, зокрема: "Сукупність характеристик, компетенцій і поведінки викладачів на всіх рівнях освіти, які дозволяють студентам досягти бажаних результатів, які можуть реалізовувати конкретні цілі навчання разо із більш загальними, такі як можливість вирішувати проблеми, критично мислити, працювати спільно, і стати ефективними громадянами".

Робота була завершена концепцією, що навіть викладачі-експерти перебувають завжди в процесі професійного зростання; і, таким чином, ефективність вчителів повинна сприйматися як «рідина», а не «фіксоване явище».

**Ключові слова:** Турецька освіта, цілі, принципи, викладачі вищої школи, ефективність викладача, викладачі англійської мови, характеристики.

**Василюшина Н. М.**

Научно-образовательный институт Международных отношений, Национальный авиационный университет, Киев

**СОВОКУПНОСТЬ ПРОФЕССИОНАЛЬНЫХ ХАРАКТЕРИСТИК ПРЕПОДАВАТЕЛЯ ВЫСШЕЙ ШКОЛЫ В ТУРЕЦКОМ ОБРАЗОВАНИИ: ПРОШЛОЕ И НАСТОЯЩЕЕ**

В статье рассматривается вопрос о повышении уровня высшего образования Турции путем подготовки педагогических кадров. Так, в рамках исследования мы обозначили основные цели, принципы турецкого национального образования.

Учитывая такие положения, данное исследование было направлено, чтобы подчеркнуть ключевые компетенции преподавателей высшей школы, которые необходимы для формирования соответствующих экспертов. Исследование представило взгляды на эту проблему известных ученых, исследователей, ученых, для того, чтобы рассмотреть данный вопрос глобально.

Соответственно, целью нашей работы было: дать обзор об эффективности преподавателей с разных точек зрения; определить характеристики эффективных преподавателей английского языка; представить деятельность, направленную на повышение качества турецких преподавателей на примере "Анатолийской подготовки преподавателей высшей школы".

Результаты исследования увенчались обобщенным определением эффективности учителя, сделанным Хантом, в частности: "Совокупность характеристик, компетенций и поведения преподавателей на всех уровнях образования, которые позволяют студентам достичь желаемых результатов, которые могут реализовывать конкретные цели обучения вместе с более общими, такие как возможность решать проблемы, критически мыслить, работать совместно, и стать эффективными гражданами".

Работа была завершена концепцией, что даже преподаватели-эксперты находятся всегда в процессе профессионального роста; и, таким образом, эффективность учителя должна восприниматься как «жидкость», а не как «фиксированное явление».

**Ключевые слова:** Турецкое образование, цели, принципы, преподаватели высшей школы, эффективность преподавателя, преподаватели английского языка, характеристики.

**Василюшина Наталія Максимівна,**

к.пед.н.,

доцент кафедри іноземних мов,

Навчально-науковий інститут

Міжнародних відносин,

Національний авіаційний університет.

кв. 103, вул. Метрологічна 6, м. Київ,

Україна, 03143.

Тел. 8068-59-30-727.

E-mail: [filologyN@gmail.com](mailto:filologyN@gmail.com)**Vasylyshyna Nataliia Maksymivna,**

Ph.D. in Pedagogics,

Associate Professor of Foreign Language Department,

Educational Institute of International Relations, National Aviation University.

flat 103, vul. Metrologichna 6, Kyiv,

Ukraine, 03143.

Tel. +38068-59-30-727.

E-mail: [filologyN@gmail.com](mailto:filologyN@gmail.com)

Стаття надійшла 02.08.2016