

ANALYTICAL AND CRITICAL EVALUATION OF AFFECTIVE OBJECTIVES AT SECONDARY EDUCATION SOCIOLOGY TEACHING IN TURKEY

Assist. Prof. Dr. Beyhan ZABUN
Gazi University
Ankara- TURKEY

ABSTRACT

In the current study, the objectives of sociology course curriculum that was developed and applied from 1924 up to 2009, and the contents formed in this purpose were evaluated through an analytic and critical approach. In the 9 curriculums applied, different affective objectives and the content in line with these objectives can be seen depending on the characteristics of the period they were developed. This content generally reflects the political features of the period. It was found that besides problems and contents of scientific sociology, a dominant non-scientific ideological approach regarding the social, political, economic, cultural and religious features of the period were given in the programs. It could be tolerated in terms of fulfilling the political function of education that is related to the training the citizens, however the affective objectives that were different from a period to another and the content parallel to it shows the contradiction of using education as an instrument beyond realizing the political function of it.

Key Words: Curriculum, Teaching Sociology, Affective Objective.

INTRODUCTION

In line with its emergence as a science, sociology was first taught as a course by Ziya Gokalp in 1911 in Ittihad ve Terakki Idadisi (the high school of union and progress) in Salonika. A total nine curriculums were applied with the curriculum of 1924 which is the first program developed after the declaration of the Republic and the last one which is currently acting and initiated in 2009. These curriculums have some basic differences in terms of the availability of these curriculums for the curriculum development techniques, the dominant philosophies, main themes, problems, units, topics, sub-units and concepts. These differences result from the political power of the period they were developed, from the periodical, social, economic and cultural characteristics and from the dominant domestic and outer factors on the society and international developments. The periods when the programs were developed are the declaration of the Republic, one-party era, Ataturk era, Inonu era, multi-party era, the Revolution of 27th May 1960, social clashes between the years 1960-1980, the military intervention of 12th September 1980, the years 90s in terms of the content and intensity of the social change and the years of 2000s when the effects of globalization were experienced as a process in a concrete way.

A curriculum is prepared through a suitable content that is related to the general and special objectives of the course in question if it is to be prepared depending on the general and special objectives the country it is applied. It is necessary that general objectives of national education, the philosophy of education and social demand and target mass should be taken into consideration in the determination of the objectives. Also, such affective objectives as a norm or attribution of a value to a subject or concept in line with the course topics are determined besides basic cognitive and psycho-motor gains in the determination of the objectives. These

objectives are determined depending on the social, cultural and political function of education in general sense.

The Arrangement of the Needs and Objectives at the Teaching of Social Sciences and Sociology Teaching

Being the most basic function of the education, societies try to make the young generations adopt their own cultures, way of lives, life experience in the process from the past to the present time and the domestic and outer developments through the disciplines in social sciences in particular. Teaching of social sciences in this context is of great importance at the level of teaching, particularly in the formal education. Objectives in a society are determined depending on the needs of the society where the individual lives. These social demands for the future will be certain as a result of the determination of the needs and an education will be formed in this perspective. So, what are the needs of Turkish society? What are the values of it? What kinds of skills do the young need in order to change society and its culture when necessary, to support and nurture it? What kind of processes is needed for an individual success and development? The answers to be given to these questions are of great important in terms of the objectives to be determined in the realization of the programs (Sozer, 1998).

The course of sociology is a course with a capacity to answer the questions above; however, the sociology teaching examined within the framework of this study is a teaching carried out in parallel with the basic functions of education and related to the ideological function in particular within the secondary education system of National Education in Turkey and the one that can be differentiated academically from scientific concepts, problems and content of sociology in certain points. A sociology teaching without a scientific basis and investigation of its content of its functions expected from it will not be included in this study.

In the preparation of a teaching program, it is necessary that the education philosophy, social demand, the culture of the community and the features of the target mass to be taught should be taken into consideration. Within the framework of educational philosophy, the order of importance for the topics to be taught, priorities and basic concepts are the deterministic factors. In order to meet the needs of the society depending on the features of the target mass, the objectives to be determined make up the infrastructure of a teaching program (Varış, 1976).

According to Varış (1976), the characteristics to be included in the objectives are as follows:

- Objectives should meet the conditions and needs of the community.
- They should be in the direction of the basic needs of people.
- They should be suitable for the democratic ideals.
- They should not bare a contradiction within themselves.
- The objectives that should define a cognitive, affective and psycho-motor behaviour by turning into content should be given in a unity in the content of the program by including the characteristics mentioned above.

Affective Objectives at Curriculums

Affective behaviours, in general, are the behaviours coming out depending on the feelings of human being. The feelings, preferences, moral rules, wishes and wants, motives, tendencies, emotions that are aimed to be gained through education in this context. What is aimed with the concept of affective education in general is the educational processes such as moral education, character education, values education, peace education, democracy education, sexual education, interpersonal and human relations education, social skills education. Affective behaviours have a significant place in the education carried out by the state since what is expected out of this process depending on the ideological function of education is to train "a good citizen" (Bacanlı, 1999).

According to Bacanlı (1999), the problems caused by the negligence or the applications of the affective objectives in education could be given as follows:

- The difficulty of the compromise on affective objectives
- The difficulty of concretion of affective objectives
- Thinking that learning affective objectives takes longer time
- The difficulty of carrying out teaching affective objectives through traditional methods
- The difficulty or impossibility of evaluating affective objectives
- The fact that evaluation of affective objectives are out of conventional perception of success

According to Moore (2002), determining affective objectives, preparing the teaching content depending on this determination, application and evaluation are difficult to do. Therefore, program designers and practitioners generally neglect this field.

Affective Objectives in the Curriculums of Sociology

Of the general and special objectives of Turkish National Education and of the general and special objectives of the sociology course in this sense are affective objectives. Even though it is out of the issue that is discussed, scientific sociology does not have an influential, guidance, normative and value acquisitive function rather than determining the state. However, as mentioned before, sociology is far in certain points from sociological thought, research or teaching approach as it is among the basic functions expected from education and in terms of the perception of it in the process of introduction to our country and of its expected function. The objectives of the curriculums in Turkey applied from 1924 onwards and in particular the affective objectives were formed according to periodical, social, political, economic etc. conditions and the impact and results of the social transformation processes.

In the earliest years of the Republic, it is of great importance that sociology course be given in the high school curriculum in order to inform young people about social event. In addition, the expression of “making students think over social problems” that was given within the objectives of the course is the indicators of the fact that the young Turkish state pay attention to the social events in scientific sense (Tan, 1987).

The board arranging the program indicated the objectives of the 1924 curriculum as follows:

- Making the students think over social events and learn about evolution
- Showing the relationship of juridical and economic problems with each other and their effects on each other, informing them about how they will change with a change in the community.

In a curriculum that is not suitable for program development techniques in terms of basic form components, the behaviour of thinking over social problems that is an expectation from the student in the context of social structure and political conditions of the period is of great importance. However, what is more important is that changing is adopted as an evolution together with the improvement in the process where social changing is of an evolutionary characteristic in a lot of fields in line with the characteristics of the period.

The special objectives of the course in the new curriculum prepared in the year 1935 were given as making young people think over social cases and search for the relation between them, in addition, training them in a way to perceive the idealistic bases of the ideals known as the objectives of Turkish Revolution, therefore making them good citizen who will do good efforts for the benefit of Turkish community.

With this curriculum, the young people would not only be guided to think over social phenomena as in 1924, but also to have a manner on them. The curriculum has a function of making the teacher attain an active task in terms of telling and teaching the principles of the state and also teaching them political and historical awareness and making them good citizens. It was explained as follows:

“Teachers must focus on the historical process of the events in the each topic of the sociology course book; they must benefit from the knowledge students obtained in the course of history and strengthen their opinions they obtained from the knowledge of homeland in the secondary education as in the present time with the data of this science”.

The affective objectives of the 1935 curriculum was determined through clearer expressions and with a more political discourse compared to the 1924 curriculum. In terms of historical process, the institutional structure of the state started to form following the events such as the collapse of the Ottoman State, the War of Independence, and the Declaration of the Republic after 1923 in relation with the earlier processes. In this process, the fact that basic features of the state started to determine, social reforms started to be performed and the state of social adoption with regard to this transformation process, its acceptance and conflict could naturally be seen in the general objectives of education and in particular in the affective objectives of sociology teaching.

The curriculums of 1952 and 1957 are the curriculums having some changes in the content without a change in their general objectives. The curriculums were arranged in a list of topics out of the curriculum development systematic of the programs.

The objectives of 1976 curriculum were determined as introducing social events, structural components, the relations in social environment and the field of sociology, “preparing opportunities and ground in order to make Turkish Nation perceive social and cultural heritage”. In order to realize these objectives, it is necessary that “sociology teachers should seek for opportunities to touch with close relation of national unity, the unity of culture and idealism with each other to some extent, make an emphasis on the historical flow of the social events and deal with the equipment of the students with the knowledge using the sociological data benefitting from the knowledge the students get from other courses”.

The objective of “helping students in systemization of their courses they study and in the acquisition of a certain world perspective”, which is the most striking affective objective of the program reveal the expected affective function in the sociology teaching. And the objective goes on by supporting the general objective as “training students as the citizens being able to foresee their coming professional lives and thing in a good way to be beneficial to their country, and as those being able fulfil beneficial tasks for the Turkish society (Journal of Notification, 27.09.1976).

Some important points that teachers should follow in achieving the determined affective objectives are as follows:

- Using suitable opportunities in order to emphasis on the relations of such factors as culture and idealism which have a feature of social unity
- Staying away from some attitudes and behaviours causing misunderstandings and allowing to the reflection of any idea in social life.

Upon the analysis of the things which are necessary to realize the objectives determined with regard to teachers, it is likely to say that the function expected from sociology teaching is not teaching an academic content in this context, making the values attained or adopted. In terms of the history and the negligence in the preparation and other problems, social clashes and the processes of disintegration in the years 1960-1980 were the strong determiners in Turkey. This program was abolished in 1978 after an application for two years and the 1957 curriculum was brought back.

The affective objectives of the 1986 curriculum embodied the change experienced in the educational institutions in line with the change in the whole institutions of the state as a result of the processes of social clashes that were emerged mostly in the years between 1960 and 1980 and resulting in a military intervention

to present government, and it also concretized the expectations of the state in terms of the ideological function at education. The citizen type that was defined in the 1986 curriculum and envisaged to be trained through education was defined in the objectives sociology course:

“Providing an objective view with a multi reason approach over the unity of the community, helping with the perception of social life with its stabile and changing aspects, putting an emphasis on the provision of the harmony in social relations, helping them to get to know the community they live in closely, providing them with the perception of the social and cultural heritage of Turkish nation, preparing the necessary basis in order to know the social and cultural structures of other nations, making them attain a character unity by allowing them to see the relation between cultural components, helping them to know about the field of sociology”.

After this definition, it was pointed out as follows:

“Making them interlock around national unity, inspiring the students the fact that it is not impossible to reach the modern level that was determined by Atatürk for the Turkish youth as an encouragement and that it is a possible close target to be reached with the help of cultural value judgements forming a balanced harmony between the components of individual, community, material and spiritualism, law and moral thus making it possible to develop, and allowing us to establish powerful civilizations in the past.”.

Such objectives given above:

- Getting to know the stability of social life
- Having a harmony with the social relations
- Perceiving the social and cultural heritage of Turkish nation
- Making a comparison with other nations and having a character unity
- Interlocking around a national unity
- Making an effort to reach the target put forward by Atatürk for the purpose of encouraging Turkish youth are the objectives having a striking affective dimension to a large extent. However, even though being affective ones, these objectives are generally far from the ones that are likely to be turned into a concrete content and teaching activity through any way that should be inherent in its features itself, such that these objectives are the abstract objective at the level defined within the general objectives of Turkish National Education and they are mostly general and ideal objectives for sociology course.

The curriculum of 1995 is the first technical program in terms of its convenience for the basic components of program development and its scientific content. The affective objectives in the program can be given as follows:

- Being able to perceive social problems, and contribute to the cultural and economic development of the community willingly,
- Being able to recognize the community in its relation with the past, make a comment on the current time experienced in a conscious way,
- Being able to know the structure of Turkish society and make a comment on current time in a conscious way
- Being able to perceive the importance of three principles (modernity, secularism, nationality) that make republic different from other regimes
- Strengthening the awareness that Turkish community has a respectful and honourable place in the family of nations,
- Contributing to the idea of development and strengthening of a community as a unity embracing the differences and in the basis of democracy

All these objectives have the features that should be in affective objectives. However, they have some lacking aspects. All the objectives define the product that is the result to be achieved one by one. In the same way, the direction of the program is determined in the ones where a certain order is followed. Almost all of the

objectives in the curriculum aim at the cognitive behaviour changes, while there are some affective behaviour when comes to both the way of expression and the reflections in the application. However, the most striking feature to be paid attention at this point is that the affective objectives given in the program of 1995 are more concrete objectives compared to earlier program and that they are the objectives students can be made to attain. Among the special objectives of the 1995 program are some affective objectives.

The latest curriculum prepared depending on the constructivist approach is different from the curriculums of 1986 and 1995 in terms of the form and content components of program development. The student centred constructivist approach with a content of the subjects, the content that changes in line with the social change, and depending on the student activities aiming at active learning through discovery is a convenient approach in order to realize the affective objectives. In this sense, even though it was not expressed directly in the objectives in the curriculum content of 2009, the content aiming at the affective objectives in the acquisitions of almost all subjects is striking. As an example the objective of :

“The concepts of cultural centralism, foreign culture centralism and cultural relativism as the attitudes regarding culture will enable students to systemize the differences at the individual attitudes for the different cultures and perhaps the student will be able to see his own position” has a quality that the students will acquire as behaviour within the content of the program.

It is clear that the vision of the 2009 curriculum in all headings such as application recommendations for teachers, activities aiming at acquisitions etc. is an education of values in general. This feature results from the fact that the program is the latest and the most updated one. It is expected that the processes Turkey experiences in line with the world and the problems at every dimension coming out as a result of these processes should be perceived by the new generations and the individuals should reveal affective behaviours at the stage of the solution of the problems. At this stage, new norms, concepts and problems found in the new curriculum but not existing in the earlier curriculums are of great importance.

CONCLUSION

In parallel with its emergence in the West, different curriculums from 1924 to the current time were applied for the sociology course that starts to teach in Turkey from 1911 onwards and included in the high school programs in 1924. The basic determinant in the differentiation of the curriculums was the historical period when the curriculums were realized, the processes affecting the periodical political, economic features and social change. When the curriculums are analysed in terms of affective objectives, it is likely to see the reflections of all the features of the era it was prepared in a concrete way. This phenomenon that should be regarded naturally with regard to the political function of education are the distant ideal objectives that are impossible to realize as the objective of the sociology course at least in terms of turning it into a behaviour in the programs of 1935, 1976 and 1986. The curriculums of 1995 and 2009 are suitable for the program development technique in general and depend on more scientific bases in terms of form and content components relatively. The affective objectives in these curriculums are more realistic in terms of turning them into behaviours, turning into more concrete bases in the process of learning-teaching and in terms of teaching methods and strategies based on student activities.

BIODATA AND CONTACT ADRESSES OF AUTHOR



Beyhan ZABUN, currently employed as an Assistant Professor at Gazi University Faculty of Education, Department of Philosophy and Related Fields (Sociology, Psychology and Logic). He received PhD degree in Educational Sciences (Teaching Sociology) at Gazi University. He is specifically interested in teaching sociology and sociology of institutions.

Assist Prof. Dr. Beyhan ZABUN
Gazi University
Faculty of Education
Department of Philosophy and Related Fields
Teknikokullar /Ankara, Turkey
E. Mail: bzabun@gazi.edu.tr

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