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Comprasion of primary school maths program a case study for Cosova-Turkey

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Abstract

Education, individual behavior is to change the direction of the requested. The behaviour to be gained through education should be suitable to the individual and social demands. Moreover, education is the basis of increasing the development, increasing employment and raising the national competition power. Stage for the Cosova government institutions, education, especially primary education as the first step is very important. To this end, training programs of other countries are examined to create the best appropriate training programs for Cosova is attempting. One of these studies is realized in this paper which including comparative study between the primary 6th grade math program Turkey and Cosova. The results obtained have been interpreted mutually.

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1. Introduction

Comparative education is a sub-discipline such as curriculum development in education, training, psychological services, measurement and evaluation in education, educational sociology, educational philosophy. According to the definition of UNESCO's; comparative education, national education systems, political, social and cultural factors in considering the review, discussing the meaning of primary and secondary education is a field.

Although Compared Education is still new (newly established) discipline, since Plato many intellectuals and educators have studies on these fields of study (King 1979; Noah&Ekstein, 1969; Holmes, 1981). We have some studies including investigation of educational systems of many countries and societies from ancient times, the real effort to make Compared Education branch of educational science started at the end of 19th century. Marc Antoine Jullien, by his work Study Plan on Compared Education and Prescient written in 1817, is accepted by many authorities as the first compared educator. (Jullien,1971). After this, many scientists have written many studies considering Compared Education as an exceptional branch of education and developing unique methods to

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itself. One of these methods is Pure Compared Method which called by G.Z.F. Bereday, F. Hilker. In this study, Pure Compared Method is used.

2. Pure Comparison Method

Distant from every theory and worry in Compared Education, studies considering just “education” and “compared” terms are known as “pure” methods. One of the best known educators in this area is F. Hilker. Hilker proposes a compared method of four phases;

2.1. Description

The most important thing in Compared is that everything is going to be described as it is in many countries. The best description material is gained by observing the events at the place. After the materials of description are obtained, we pass to the second phase.

2.2. Interpretation

Knowledge gained by description method is mixed. This should be interpreted in order not to make a mistake. Crude data that we have is expressed by Interpretation and gains meaning.

2.3. Juxtaposition

Similarities and differences between countries with juxtaposition of data are more obvious. Especially in numerical methods, statistical analysis and in quantity problems.

2.4. Comparison

Studies are evaluated and purified with these three former methods. Here, the common problem in educational system is considered and investigated at a certain period of time. In this study; primary mathematics program of 6th grade of Turkey and Cosova is compared using Pure comparison method.

3. Method

3.1. The Aim of the Study

Of events, objects, assets, institutions, groups and various fields describing what happened, describing the work of the study is called descriptive studies. Description research, current events and previous events and conditions, taking into account the relations describe the interaction between situations. (Kaptan, 1998, s.23). This study used screening model is a work descriptive and current status and applications that have been investigated.

3.2. Data Collection and Analysis

Data collection phase; Turkey Ministry of National Education, primary mathematics program, the official newspaper, written books and articles related to comparative education have been evaluated. Primary mathematics program documents related to Cosova, the ministry of education in the city of Prizren were taken from the archive. Primary mathematics program for Cosova to collect and sort the documents during the Salih LIKA helped educators.

Pure comparison method, first, in the city of Prizren in Cosova two schools and three schools in the city of Istanbul in Turkey discussed with the maths teacher, the information was taken. Depicted and opinions in order lessons with video recordings taken under.

Secondly, Cosova and Turkey, with the primary math program documentation and related information obtained in the first phase are interpreted.

In the third stage, Cosova and Turkey, primary education program, compared to the same table has been brought together. Fourth stage, information obtained in the previous phase have been interpreted as a comparative.

Table 1: Comparison of 6th Grade Turkey-Cosova Primary School Mathematics Program

Similarity	Dissimilarity
Natural numbers and the operations with natural numbers, divisibility of natural numbers, natural numbers EBOB and EKOK operations, the two countries are included in the curriculum.	Natural numbers, the first issue of the curriculum in Turkey, while the second issue of Cosova is the curriculum.
Prime numbers, divisibility 2,3 and 5	Turkey is located about integers in the curriculum, while the Cosova issue integers are not covered in the curriculum,.
Rational Numbers and four fundemantel operations in Rational Numbers, Decimal numbers, comparing, rounding operations, decimal arithmetic operations with numbers .The two countries are included in the curriculum.	Percents and Ratio-Proportion issue is not available in the Cosova curriculum, while Percents and Ratio-Proportion issue is in the Turkey curriculum.
Sets, impressions of sets,combination- intersection and other operations in sets, the two countries are included in detail in the curriculum.	In Cosova, the curriculum, sets when the first issue, Turkey has come after curriculum issues in the numbers. Difference between programs is timing. Curriculum in Cosova, relations and functions on issue after issue sets. Relations and functions is not included in Turkey curriculum.
Point, line, and plane issues, as detailed in the curriculum of both countries are located.	Angles made with operations, are not covered in Turkey curriculum.
Angles are different in terms of timing issue in the curriculum. The rays are not discussing the Cosova curriculum.	In theTurkey curriculum; similarity, transformation geometry and patterns topics are included. These issues are not covered in the curriculum of Cosova.
Description of polygons, the difference between regular and irregular polygons, polygon drawing issues are included in the both countries curriculum.	At this time, the area of the circle and the circle has been taught in Cosova curriculum.
Geometric objects are situated in the curricula of both countries.	In the Turkey curriculum, the basic elements of prisms and cubes are included.In the Cosova curriculum, prisms and cubes are detailed. Turkey in the curriculum, possibly, possibly related to the basic concepts, types include events, while Cosova is not in the curriculum.
In theTurkey curriculum, patterns, algebraic expressions, equalities and equations topics are considered.	In theTurkey ; statistics issue is not included in curriculum. Whereas, included in the curriculum of Cosova. Patterns and relationships in the curriculum of the Cosova issue are not included. Algebraic expressions, equalities and equations topics are included at the beginning of training period.

In general when it is assessed; primary mathematics program of 6th grade is similar to the mathematics program of Cosova. However, the subjects are taught at the different periods of time. Table shows us that the subjects in Turkey are studied thoroughly and more detailed than in Cosova. As for periods of time of education areas in the program of education, acquired numbers, lesson time, ratio of lessons are explained thoroughly. Moreover, activity examples related to the subject are given in the program. This makes the education complete. This detailed program of Turkey makes things easier to the teacher of the subject and eliminates the differences between the pupils and teachers all over the country. However, since there is no such a detailed program in Cosova education is studied according to the teachers.

4. Results and Suggestion

Mathematics is considered globally all over the world. But (Kawanaka vd (1999)) studies show us that mathematics is taught differently in every country and roles of teachers and pupils vary according to the country. This study confirms this hypothesis. In this study; primary mathematics program of 6th grade of Turkey and Cosova

is compared. It is determined that programs of two countries are similar. There are differences in the order of the subjects, in periods of time in the program, in process and extension.

The reason for this, major changes that are made in primary school mathematics program in recent years in Turkey. The primary mathematics program carried out in Turkey assimilates creative point of view, it gives the right to the students to attend to more lessons ,supports the students to gain the knowledge actively not passively ,allows projects, steers to research. All these lead to the conclusion that careful study should be made to settle the differences and to complete the lacks of education program of Cosova. Primary mathematics is important for the students' education in the future. The research resulted in preparing a new program for the students and teachers appropriate to the state of the country after completing the lacks of education program.

Cosova and Turkey should cooperate in completing the lacks of 6th grade mathematics education program and it should be researched the means to get the help from the expert educators from Turkey in order to make necessary arrangements. Thus, it should be researched the ways how to enable the teachers and educators in Cosova to get the service-in training courses from the experts of the same area. Also, first the position of the educator, student and teacher in two countries should be observed in order to find out the appropriate training studies. So, these studies can help educators, students and teachers of two countries to broaden their cultures. At the same time, these can be helpful for them to broaden their horizons, encourage them to be versatile and to find alternative solutions which will be useful to other citizens of the country.

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