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A LOOK AT PRE-SERVICE TEACHER TRAINING AND ITS CHALLENGES IN POST-SOVIET KYRGYZSTAN AND TURKEY¹

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Abstract

The study aimed to compare and identify the similarities, differences and challenges in pre-service teacher training practices implemented in Kyrgyzstan and Turkey within the scope of university admission requirements, educational processes, teaching experience, evaluation processes and to develop specific recommendations. For this purpose, a comparative research method and the qualitative document analysis method were employed. In line with the purpose of the research, a literature survey was conducted. An analysis was performed in the context of literature survey. Accordingly, some differences, similarities and related challenges were determined in some practices between Turkey and Kyrgyzstan were determined. Based on the results of the study, some suggestions were presented on the practices of teacher training in Kyrgyzstan and Turkey.

Keywords: Comparison, teacher, Turkey

SOVYET SONRASİ KİRGİZİSTAN VE TÜRKİYE’DE ÖĞRETMEN YETİŞTİRME SÜRECİ VE SORUNLARINA BİR BAKIŞ

Özet

Çalışmada Kırgızistan ve Türkiye’de uygulanmakta olan sınıf öğretmeni yetiştirme uygulamaları kapsamında üniversiteye giriş koşulları, eğitim süreçleri, öğretmenlik uygulaması ve değerlendirme uygulaması karşılaştırılarak, benzerlik ve farklılıkları ortaya koyularak somut öneriler geliştirmek amaçlanmıştır. Bu amaçla karşılaştırmalı araştırma metodolojisi ve nitel doküman inceleme yöntemi kullanılmıştır. Araştırmanın amacı doğrultusunda alan yazın taraması yapılmıştır. Alan literatür araştırması sonuçları bağlamında bir analiz yapılmıştır. Buna göre Türkiye ve Kırgızistan arasında bazı uygulamalar bakımından birtakım farklılıklar ve benzerlikler görülmüştür. Bu bilgiler doğrultusunda, Kırgızistan’da ve Türkiye’de öğretmen yetiştirmeyle ilgili bazı öneriler sunulmuştur.

Anahtar Sözcükler: Karşılaştırma, öğretmen, Türkiye

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Introduction

Economic development and well-being of a society are closely related to the education of a country (Özoğlu, 2010). In the modern information society, it is possible to educate citizens who have their cultural values and can keep up with world educational standards only in a competitive environment that has intensified with globalization (Akdemir, 2013). The focus of education is on the student, and the education of the younger generation should take place at a higher professional level. For this purpose, we need qualified teachers. A good teacher is a person who constantly improves himself/herself professionally and personally, and explores and evaluates the opportunities around him/her for self-development (Seferoğlu, 2004).

After the collapse of the Soviet Union and the declaration of its independence in 1991, Kyrgyzstan experienced a severe crisis and searched in the political, social, and educational areas. While the successive political revolutions in the country threw the country a few steps back in all aspects of society. Under these conditions, education in the country, which required development along with the development and achievements in the field of education in the world, developed very slowly and continued to retain vestiges of the educational system and content of the old Soviet times.

Various efforts and methods have been made to structure the country's education and to promote its development. In this process, institutions of foreign origin invested heavily in the education of Kyrgyzstan and tried to contribute to the development of society and education. Thus, the World Bank, the Asian Development Bank, the Aga Khan Foundation, the SOROS Foundation, UNICEF, UNESCO, USAID and other international institutions and researchers carried out projects to develop education in the country, as well as research and reports in the field of education in Kyrgyzstan. In the reports, it was noted that education in Kyrgyzstan is far from meeting the expectations of the people and the country (Asian Development Bank, 2015; DeYoung, 2002; Open Society Institute, 2002).

During the Soviet era, the structure and purpose of education had such features as increasing the literacy of an individual or the entire population, and the spread and establishment of the ideology of Socialism in Kyrgyzstan. As DeYoung (2006, 2007) noted, there was the idea of creating a 'Soviet man who would serve the economic and political goals of the USSR (United Soviet Socialist Republics), and the education was the place to create such people. Thus, by focusing on collective learning or literacy, education under the function of transmitting theoretical knowledge, consolidating this knowledge, and laying the foundations of socialism, rather than practical education.

Teaching as a profession in Kyrgyzstan can be defined as a profession that may be preferable in terms of gaining a higher education degree, but not preferred in terms of employment. 70% of graduates work outside the profession after graduation (Open Society Institute, 2002). The reason for this can be attributed to the low salaries of teachers (UNICEF, 2009) and the low status of the teaching profession, insufficient working conditions, and technological opportunities (Papieva, 2006; World Data on Education, 2010). As a result, there is a qualitative and quantitative inadequacy of teachers (МОиН, 2015). The qualitative and quantitative shortage of teachers is observed in both urban and rural areas (UNICEF, 2009). The reluctance of teachers to continue their profession is more intense in urban areas.

At the same time, professional development in Kyrgyzstan, which plays an important role in the development of teachers, continues to be carried out according to the system left over from the Soviet Union. According to a study by Şişman and Arı (2009), the content of in-service training programs that are in demand by teachers in Kyrgyzstan were presented by teachers as; "student development and guidance", "professional development of teachers in their areas" and "teaching process" (lesson plan, organization of the learning environment, teaching strategies

and methods). In other words, it can be stated that teachers are interested in getting improved professionally and have a desire to be more fruitful for students, and are looking for support for this.

In the article 4 of the Law on the Status of Teachers of the Ministry of Education and Sciences of the Kyrgyz Republic [МОИН], It is mentioned that the teacher should 'constantly update their knowledge and experience with the latest advances in science and technology (МОИН, 2016). However, the inadequacy of the budget allocated to education, shortcomings in the teachers training programs and practices, and other similar reasons are an obstacle to fulfill the criteria specified in the relevant article of the law.

The issue of teacher training in Turkey has been one of the most important topics of the Ministry of National Education (MEB). There have been challenges both qualitatively and quantitatively (Baskan, 2001). It was reported that it should be developed in terms of quality of teacher training, the status of teachers, and employment. Accordingly, teacher training faculties should develop in terms of human resource quality, and physical and technological infrastructure (Özoğlu, 2010).

It was investigated that the public personnel selection examinations (KPSS) used in the selection of teacher candidates measured general abilities, general culture, and knowledge in the field of pedagogical sciences, while it does not take into consideration the graduation points and the field knowledge that measure the competence of candidate (Özoğlu, 2007; 2010; Özyılmaz, 2013).

The study by Akdemir (2013) reported that when restructuring teacher training programs, despite many studies, the solution to the issue of how teacher candidates should be selected, what pre-service training should be carried out for candidates, and how to combine the field of study and professional teacher training, what kind of internship system should be created so that candidates can gain experience in real conditions, what should be the quality and teaching principles of a continuing education program has not been found yet.

It is stated that new regulations regarding teacher education and the teaching profession will be adopted following the National Strategy for the Education Sector of Kyrgyzstan 2040 and with the Concept of Education of Turkey 2023. It is mentioned that the level of quality of teachers will be improved in Turkey (MEB, 2018) and the 4 main issues will be worked out in Kyrgyzstan; increasing the readiness level of children with disabilities, increasing the effectiveness of learning, strengthening support in the field of learning technology and assessment, which will be financed by the World Bank (World Bank, 2020).

The aim of this study was to determine by field literature survey and to compare the similarities and differences in the area of requirements of entry/admission, the educational process, teaching and assessment practices, assignment of teachers as well as the development of suggestions for program development, identifying obstacles or challenges that await immediate solutions within the framework of teacher training programs implemented in Kyrgyzstan and Turkey through literature survey. Identifying and adapting the unique exemplary features of teacher training programs was seen as an opportunity. This study can become a source of information for those interested in this field and contribute to the literature. Following the purpose of the study, answers to the following questions were obtained:

1. What are the similarities and differences in terms of entry/admission requirements for students in higher education institutions, and teacher training programs in Kyrgyzstan and Turkey?
2. What are the similarities and differences between teacher training programs in Kyrgyzstan and Turkey in terms of teaching and learning process, teaching practice, and assessment?

3. What are the similarities and differences in the assignment of teachers in Kyrgyzstan and Turkey?

Method

In the research, a pre-service teacher training practices implemented in Kyrgyzstan and Turkey were determined as the main area of analysis and it was aimed to compare and identify the similarities and differences, and challenges in pre-service teacher training practices implemented in Kyrgyzstan and Turkey. For this purpose, a comparative research methodology and document analysis, one of the qualitative research methods, were employed. Comparative research methodology is a research way for examining the features that have common features and indicating their similarities and differences. Document analysis is a qualitative research method used by analyzing the content of written documents in a detailed and systematic way (Bowen, 2009; Wach and Ward, 2013). It is a systematic method that involves examining and evaluating printed and electronic documents (Karasar, 2005). In this context, of this research, data were collected through content analysis by scanning the written literature, which can be classified as secondary (articles in journals, books) and institutional (reports, laws) documents for the subject and purpose of the research, the information about research questions was converted into text and the themes were defined and arranged. Document analysis or thematic analysis including reading, a detailed examination of the relevant literature survey findings, and inferences were made using the data.

Findings

Conditions for admission to teacher training programs of higher educational institutions, in Kyrgyzstan and Turkey

Applicants to be admitted by faculties of education in Kyrgyzstan must have 9 years of secondary education or 11 years of complete education, in other words, they should have a certificate of secondary or complete education and be successful in the entrance exam (МОиН, 2015). A student who graduates from high school in Kyrgyzstan must pass a nationwide examination or the Republican Test (Общереспубликанский тест [ORT]), which is administered by the government throughout the country once a year. Accordingly, over 50% of the "state quota" ("budget form of education, no-fee"/ бюджетная форма обучения) is reserved for teacher candidates (ORT, 2016).

The content of the ORT exam is aimed at measuring the knowledge of the course and the general skills of the candidates. Admission to universities is carried out according to the rating of grade and preferences of the candidate. Prestigious or sought-after departments often require high grades. Candidates who cannot score high for admission to the desired faculty, in any case, if they do not score very low, can register on a fee-paying basis ('contract' form of study/ 'контрактная форма обучения') (МОиН, 2015).

The level of preference for paid education is quite high. It can be stated that the high rate is primarily since the relevant department is popular and in demand in the market, as well as the availability of limited free quotas and the possibility of entering these sections without the need to obtain a high score. However, this phenomenon leads to the fact that some students who are in good financial condition but do not have qualifications, enter higher education institutions and in continuation do not even attend classes, and after graduation, move to higher positions using their connections. Thus, the arrival of incompetent personnel to the government organizations, administration of government structures, or the government itself does not promise educational, structural, or national development.

In general, the demand for paid departments in the teaching profession is very low. It can be stated that the reason for this lies in the low status and salaries of teachers, inadequate conditions, and, accordingly, the fact that the teaching profession is not popular in the country. For this reason, almost all postgraduate candidates prefer to work in different fields (with higher salaries). Therefore, the shortage of teachers in the country persists (DeYoung and Santos, 2004; Khamsi, Mossayeb and Ridge, 2007; Silova and Steiner-Khamsi, 2008; United Nations children's Fund, 2001).

To enter teacher education institutions in Turkey, one must pass the YKS (exam for higher education institutions) organized by ÖSYM and get enough points. The teaching period for teacher education is 4 years for undergraduate studies and 5 years for postgraduate studies (Eurydice, 2010). The minimum passing score, which was previously applied in YGS and LYS exams, is not be applied in YKS. In other words, starting from the 2022 YKS, requirement of minimum 150 points for Basic Proficiency Test (BPT) and 180 points for Field Proficiency Test (FPT) threshold scores has been abolished when choosing an associate degree or an undergraduate program. In other words, students do not have to get a certain minimum score in order to get admitted to a university.

Teacher training in Kyrgyzstan and Turkey

Education in Turkey is coordinated by the Higher Education Council (YÖK) and the Ministry of National Education [MEB]. The control and organization of the universities are not controlled by the Ministry of National Education, but by the YÖK. The teacher training system is dependent on YÖK and is carried out in cooperation with the Ministry of National Education (Resmi Gazete, 1981).

In Turkey, teacher candidates are trained in the faculties of education, of vocational education, and of technical education (Aykaç, Kabaran, and Bilgin, 2014). Programs that prepare primary school and subject teachers for primary education include 4 years of undergraduate study. Joint training programs for subject teachers for primary and secondary education (painting, music, physical education, foreign language) and vocational schools also cover 4 years and 5 years if they include formation education after postgraduate education (Eurydice, 2010). The primary school teacher training program includes preparation for the teaching profession, general culture, special area knowledge, knowledge of the teaching profession, and practical courses (Uygun, Ergen, and Öztürk, 2011). In addition, through elective courses, students are allowed to gain more knowledge in both the professional and pedagogical fields (Külekçi and Bulut, 2010). As part of the primary school teaching study program, students must complete 240 credit courses with a total duration of 178 hours, including 134 hours of theory and 44 hours of practice (Ergün and Ersoy, 2014). The required practice course for teacher candidates consists of 15 credits.

The education system of Kyrgyzstan is part of the МОиН and has the characteristics of a centralized structure. МОиН is responsible for creating educational programs, national standards, educational policy, and final examinations (Şişman and Arı, 2009). Education is funded by the government (World Data on Education, 2011). In addition, various foreign investors (World Bank, Aga Khan Foundation, Soros Foundation, UNICEF, UNESCO, etc.) provide financial support over time.

In Kyrgyzstan, teacher candidates are usually trained in a 5-year or 4-year undergraduate program. However, there are also teachers from 2-3 years institutes or colleges (preschool teachers). These teachers usually work in early childhood education.

The teacher training program is 4 years long and the total amount of credits is 240. 1 year of credit consists of 60 credits, 1 semester consists of 30 credits, and 1 credit is 30 hours (including study hours, homework, exams, and final exam), 1 academic hour consists of 50

minutes (МОиН, 2015). Practice at school is called 'School Day' ('Школьный день') or 'Day in Kindergarten' ('День в детском саду'). The practice starts in the second semester and is carried out before the thesis. Practice courses (практика) consist of 28 credits and continuous 4 years. The maximum number of hours allocated for vocational training under the program is equivalent to 152 credits. At the end of each year, teacher candidates prepare a report and, accordingly, the methodologist conducts an assessment under the МОиН legislation (МОиН, 2015).

As a rule, education consists of compulsory and elective courses offered by the university. The compulsory courses taught in the faculties of education are theoretical knowledge, social sciences, political knowledge, and courses related to the teaching profession. In addition to the compulsory courses studied by the teacher in their direction, there are also subject courses (History, Economics, Pedagogy, Psychology, Anatomy, Mathematics, Foreign Language, Modern Science, Physical Education, Ecology, Kyrgyz Language or Russian Language, World History, etc.) (МОиН, 2015).

Teaching practice and assessment in primary teacher training programs in Kyrgyzstan and Turkey

Teaching practice in Turkey is carried out during the last year and covers 1 year (Aykaç, Kabaran, and Bilgin, 2014). YÖK requires each teacher to participate in the pedagogical practice required in the field before starting work, within the framework of the 'school experience' (okul deneyimi) and 'teaching practice' (öğretmenlik uygulaması) courses once a week. The 'school experience' program for aspiring primary school teachers is organized in the 6th semester as 1 hour of theory and 4 hours of practice in schools per week (MEB, 2012).

Students complete the activities specified in the directive each week as part of the 'School Experience' course in schools. After completing each task, the report prepared by the students is submitted to the teacher-methodologist. In the theoretical part of the course, ideas are exchanged about the activities performed and the path for the next lesson is indicated (Kilimci, 2006; Külekçi and Bulut, 2010).

Educational assessment in Turkey is carried out in the form of midterms, semester, and additional examinations (MEB, 2012). As a rule, assessment is made based on the results of midterms and final examinations. Practical courses evaluate student performance (Kilimci, 2006). Students' practice course evaluation is based on the quality of reports, written materials, and absenteeism (MEB, 2012).

School practice (школьная практика) in Kyrgyzstan starts from the second semester and continues until the end of the program, and consists of 28 credits. General education evaluation is carried out with semester exams (зачёт), homework, diploma work, and the final exam of the state educational standard. Teaching practice is assessed based on absenteeism and reports submitted (МОиН, 2015).

Teacher assignment process in Kyrgyzstan and Turkey

Students who successfully complete theoretical and practical courses in Kyrgyzstan must prepare a thesis and be successful in a state exam (GOS-state educational standard). This exam is administered by a committee including members elected by the Ministry of Education and Science and is characterized as an exam that measures the knowledge and ability of students (МОиН, 2015).

Students who successfully pass the state standard examination become teacher candidates and may personally apply to schools to work, according to the needs of the school. Factors such as the characteristics of the university (prestige, qualifications), and the grade point average of the candidate increase the chances of finding a job. Teachers, as a rule, are under close supervision of the school administration on the first days, starting from the day of their employment. Similarly, the teacher's classes continue to be observed at certain periods

throughout the semester. In some middle and high schools, teachers may also be given a trial period (about 1 month).

The teaching profession in Kyrgyzstan is not guaranteed by the government. In other words, there is no lifetime employment. Sanctions, if the teacher leaves work, do not apply. However, there are situations when the school principal dismiss a teacher for certain reasons, although this is very rare.

To become a teacher in Turkey, the government conducts an exam known as KPSS (Public Staff Selection Examination). The required number of teachers is assigned by the government according to the ranking obtained in this examination (Kimci, 2006; YÖK, 2007). According to the status of the teaching profession in Turkey, teachers;

- a) are civil servants,
- b) their professional status is determined by law,
- c) they have lifetime employment (Aykaç, Kabaran, and Bilgin, 2014).

Results, Discussion and Suggestions

According to the results of the study, in both countries, there is a test exam for admission to universities. It can be stated that they have a similar structure but suffer in terms of the quality of the assessment and require updating. Teacher candidates in Kyrgyzstan are required to pass the ORT exam and receive a sufficient score. This exam is designed to measure knowledge of the course and the general knowledge of the candidate. Candidates who achieve sufficient scores in this exam may be admitted to education faculties free of charge. Candidates can prepare for the exam by taking ORT tests, which are organized according to questions from previous years. However, as DeYoung (2004) points out, the ORT exam is not totally the same as the courses the candidate take during school life. In this regard, it is necessary to make adjustments to the content and framework of the ORT exam or to conduct training and exams in such a way that they overlap each other, and update the content of the training and the exam.

In Turkey, teacher candidates had to pass the LYS exam in order to be admitted to a university until 2017. In the literature, there are assessments of the quality of the LYS exam, regulated until 2017. According to Canbulat and Canbulat (2015), this exam contained basic information for learning, it was not an exam that would measure student ability. As for YKS, according to Uslu (2022), this exam, which has been regulated since 2017, still has classical content and prioritizes memorized knowledge in its current structure. To improve education and assessment, the study proposes to rethink student activities (to make them more active in the classroom) and re-integrate alternative/modern/constructivist assessment tools (to give students responsibility for their learning), and use a similar framework to train teachers with all modern pedagogical skills, actively using various methods of teaching and learning, understanding the psychology of students and having knowledge of the constructivist process and assessment mechanisms. In this context, the attitudes, dispositions, competencies, and skills of candidates for the teaching profession should also be included in the training and recruitment system. These types of exams can be equipped with features that will measure the ability of teacher candidates.

According to the results of the study, the educational process, teaching practice, and assessment of learning in both countries can be said to be the same in general. In Kyrgyzstan, the period of study is 4 years. Teacher candidates must complete a total of 152 professional credits, 28 practice credits, and a total 240 credits over 4 years. Practice hours in Kyrgyzstan are longer than those in Turkey. School practice starts from the second semester and continues until the end of the institute. Practical classes are held within the framework of the cycle of courses

‘Human, social and economic conjuncture’ (Гуманитарный, социальный и экономический цикл).

According to studies on educational practice, the teaching methods used in the educational process are based on traditional methods, and interactive teaching methods, that develop critical thinking are not used adequately by teachers (Mamytov and Akulova, 2011; Sablonniere, Taylor, and Sadykova, 2009; Teshebaeva, 2015). In the context of teacher training programs, it was noted that it's mainly consists of theoretical education in Kyrgyzstan (Şişman, 2011; Sablonniere, Taylor, and Sadykova, 2009). DeYoung (2011) noted that in Kyrgyzstan, most young people are full of energy and often lack skills. Once they enter the university environment, they lose hope in education and look for other activities, goals, and futures. The one of the main reasons for this may be the quality of education, mainly in universities, which does not promise a clear and confident future for young people. This leads to an unsatisfactory education based on theoretical knowledge. The reason for this can be pointed to the fact that today's teacher training programs do not include the appropriate knowledge and skills to prepare a quality staff, and teachers do not receive sufficient training before and after service. In this context, in Kyrgyzstan, the knowledge, skills, and improvements that today's world requires should be replaced in the programs and practice of teacher education and training. Candidates' knowledge and skills should be brought to world standards, they should be able to meet global demands or requirements and be competitive. In this regard, it is necessary to improve the pre-service and professional development of teachers and traditional teacher roles should be abandoned and teacher leadership roles should be adopted, the theoretical education and training should be replaced with more practical development. The professional development program should be re-organized by identifying areas of training needed by teachers, should content training on modern instructional methods and knowledge, and should be fully funded by the state to guarantee the participation of teachers voluntarily and without direct financial costs.

The duration of study in Turkey is 4 years. Teacher candidates must complete 178 hours of education, 134 hours of theory, and 15 practice credits (44 hours) before starting work, for a total of 240 credits over 4 years. Teacher candidates starting from the 6th semester must complete 1 semester of school experience and 2 semesters of teaching practice. Practice at school is carried out in the last year of study. There are fewer teaching hours for practice in Turkey than in Kyrgyzstan. In line with Turkey's 2023 Education Vision, it is stated that teacher training programs and teaching practice will be centered and restructured specifically in education faculties (MEB, 2018). Considering that the implementation process is the most important factor in the teaching profession, credits and hours of school practice can be increased in the teacher training program in Turkey. There are many studies in the literature on school practice hours shortage in Turkey. Accordingly, school practice can be started earlier than in the last period of study. Thus, students can practice theoretical and practical knowledge at the beginning of training, and consolidate or develop in subsequent practices. In professional terms, various measurements and assessments can be applied that show the knowledge and abilities of teachers. As a result, activities, and research can be carried out to improve the knowledge and capacity of teachers within or outside of in-service teacher training. Based on the literature, it can be concluded that the educational process in both countries consists mainly of the theoretical part of education rather than the practical one, which is characterized in teaching the use of more active and practical instructional methods. In this context, this aspect requires consideration and reconstruction.

Evaluation in Kyrgyzstan is based on midterms (зачёт) and final exams, homework assignments. Some practice-oriented courses assess student performance. The GOS exam which is held before graduation covers the assessment of the education received by students over 4 years. Assessment in Turkey is based on midterm exams (vize sınavları), final exams (final

sınavları), homework, and presentations. Some practice-oriented courses assess student performance. There is no graduation exam (bitirme sınavı) as GOS in Kyrgyzstan (Ergun, 2014). These exams measure and evaluate students' knowledge of topics covered, and often require memorization of topics covered or unnecessary theoretical knowledge. However, an assessment of student knowledge should not measure acquired theoretical knowledge that requires students to study texts or unnecessary knowledge. Knowledge assessment should measure and develop the abilities, skills, and creativity of students, using critical and reflective measurements. Such a method can prepare students for real practice, thus, teacher candidates can be more active in their profession and contribute more to the development of education and student success.

According to the results of the study, the appointment of teachers in both countries is different. In Turkey, teachers are appointed based on the results of the KPSS examination conducted by the government. This exam is taken after graduation, and it is not mandatory. This exam is for those who want to work as a teacher. Candidates with high KPSS scores are nominated. The teaching profession in Turkey is guaranteed, and lifelong employment is provided by the government.

In Kyrgyzstan, students have to pass the GOS exam before graduation. The GOS exam is taken before graduation and it's mandatory. The teacher candidates can personally apply to schools for work. Since the teaching profession is not in demand and value in the market, there is no competitive examination as KPSS in Turkey. Silova (2009) noted that since higher scores are not required to enter pedagogical faculties in Central Asia (CA) compared to other highly paid and in-demand faculties, candidates with lower scores also can apply for the teaching profession, this shows how low the status of the teaching profession. The profession of a teacher in Kyrgyzstan is not guaranteed, and lifelong employment is not provided. In Kyrgyzstan, to increase the attractiveness of teaching, the demand for the teaching profession, the motivation of teachers and science in general, it is needed to increase the salaries and status of teachers, thereby to reduce the shortage of teachers and to increase permanent employment.

Comparative summary information on teacher training in Kyrgyzstan and Turkey is given in Table 1.

Table 1

Teacher training in Kyrgyzstan and Turkey

	Turkey	Kyrgyzstan
Entry/Admission Requirements for Students	- YKS Exam	- ORT Exam
Learning-Teaching	-Training 4 years. -Teacher candidates must complete 178 hours of courses, 134 hours of theory, and 15 practice credits (44 hours) before starting work, for a total of 240 credits over 4 years.	-Training 4 years. - Teacher candidates must complete a total of 152 credits, 28 credits in practice, for a total of 240 credits in 4 years.
Practice	- Teacher candidates must complete 1 semester of school experience and 2 semesters of teaching practice in the study program starting from the 6th semester. -School application was made last year.	- The practice is carried out within the framework of the cycle of human education, and social and economic conjuncture (Humanitarian, Social and Economic cycle). -School practice starts from the second semester and continues until the end of the institute.
Assessment	- Assessment carried out through midterms,	- Assessment carried out through midterms

	final, presentations, and homework assignments. Some practice-oriented courses assess students' performance. - There is no graduate exam (Ergun, 2014).	(зачёт), final exams, and homework. Some practice-oriented courses assess students' performance. - Conduct a graduate GOS exam that covers the assessment of education received over 4 years.
Assignment of teachers	- KPSS (examination on state staff selection) / carried out after graduation - optional - Those who score high in KPSS are employed - The profession of a teacher is guaranteed, and lifelong employment is provided	- GOS exam (state educational standard) / carried out before graduation - mandatory - Applications for employment in schools can be individual - Teaching profession not guaranteed / there is no lifetime employment

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