

An overview of the history teacher training programs of education faculties in Turkey from the perspective of pedagogical content knowledge*

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Abstract

Pedagogical content knowledge (PCK) is a field-specific pedagogical approach created by combining the "content knowledge" and "general pedagogical knowledge" bases, which was suggested by Lee Shulman in the mid-1980s and was considered sufficient in teacher training programs until then. It briefly constitutes the "teaching knowledge" knowledge base. This research aims to examine the vocational knowledge courses taught in the high school branch teacher training programs of the faculties of education in Turkey with the PCK dimension in the example of programs that train history teachers. The document review method, a qualitative research method, was used in the research. As a result of the research, it was understood that the vocational knowledge courses taught in the faculties of education in the 1983 program consisted of theoretical general pedagogy courses, as in the previous programs, the teacher training model was changed in 1997, and the courses taught were determined based on PCK. At the same time, an important place was allocated to the applied course hours. However, starting in 2006, a step back from this regulation was started, and the courses aimed at gaining PCK from the programs were reduced and these courses were replaced by general pedagogical courses as before, and the application hours of the courses were reduced. With the 2018 program change, the weight of PCK courses in the program was further reduced, while the practice hours were removed entirely.

Keywords: Teacher training, Pre-service teacher education, History teacher, Pedagogical content knowledge (PCK), Teaching profession.

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INTRODUCTION

Teachers are considered the most fundamental element of the education system due to their key role in the learning-teaching process. In today's world, the dizzying advances in science and technology, the increasing diversity of information resources, and access to information do not reduce the importance of the teaching profession. However, they increase and diversify the knowledge and skills that teachers should have. This situation makes teacher training more and more significant. The fact that good teachers can only be trained in well-designed teacher training programs causes curriculum designs to increase teacher quality to be seen as the basis of education reforms. Teaching is both a specialty and a profession. Well-trained teachers make a difference in their work and play an essential role in increasing student success (McArdle, 2010). Today, successful teachers are expected to go beyond just meeting formal proficiency criteria and be able to do a wide variety of things, many of them simultaneously. This requires more than just knowing the subject of teachers or having a general understanding of teaching (Darling-Hammond & Baratz-Snowden, 2007).

The primary purpose of teacher training programs is to provide pre-service teachers with the basic teaching competence they will need when they start their profession (Allen, 2009; Mayne, 2019). Therefore, vital teacher training programs are built on shared views of what novice teachers should know and be able to do (Reynolds, 1992). There are different views from past to present about which knowledge, skills, and understandings teachers should gain in the pre-service education process and in which ways and methods. Although content knowledge, general pedagogical knowledge, and general culture dimensions are traditionally included in teacher education programs (Küçükahmet, 2007), especially since the mid-1980s, teacher education knowledge bases have been included in teacher education based on research results on classroom teaching-learning processes. Different views have been put forward. Lee Shulman (1987) found that an effective teacher has seven knowledge bases consisting of content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge (PCK), knowledge of learners and their characteristics, knowledge of educational contexts and educational goals, objectives and values, and their philosophical and historical foundations. He claimed that he should have. Grossman (1990) on the pedagogy, PCK, school contexts, and subject area knowledge of well-trained teachers; Barnett & Hodson (2001) argued that they should have academic and research knowledge, PCK, professional knowledge, and classroom knowledge. Although different researchers put forward different views on the knowledge bases teachers should have, it can be said that today, there is a common understanding of content knowledge, general pedagogical knowledge, context knowledge about education and school, and PCK knowledge bases.

There is an organic link between the qualifications required of teachers and the program structure of pre-service teacher training institutions. Since education faculties aim to provide pre-service teachers with the knowledge and skills they will need to carry out the education-teaching process effectively and efficiently in K-12 classes, having a close relationship with and monitoring these schools to shape their programs is inevitable. In other words, teacher training institutions should constantly update their programs to meet the needs of the field in line with the data they obtain by constantly monitoring the field. McArdle (2010) emphasizes that teacher training institutions should be places where the latest and best research on practical education and training is produced and consumed. On the other hand, because it is not possible for pre-service teacher training programs to include everything a teacher needs to know, these programs should be designed to provide pre-service teachers with a basis for lifelong learning (Darling-Hammond & Baratz-Snowden, 2007). Based on the traditional approach of "knowing teaches" in teacher training, "field knowledge" was considered sufficient for a long time, and "general pedagogical knowledge" was added to this knowledge base relatively recently. Shulman drew attention to the fact that these two knowledge bases, deemed sufficient for teaching in the mid-1980s, did not meet the knowledge and skills that teachers needed in the learning-teaching processes in the classroom and described this situation as the "missing paradigm" in teacher education.

Shulman (1986) suggested a PCK knowledge base as a field-specific pedagogical approach by combining content knowledge and general pedagogical knowledge bases for teacher training programs to develop teaching skills in pre-service teachers. Shulman defined PCK as "a specific form of content knowledge that embodies the aspects most relevant to the teachability of the content" and "ways of representation and formulation that make the subject understandable for others" (Shulman, 1986). This knowledge base is a special qualification consisting of teaching knowledge and skills that help the student to learn information in a personally meaningful way, covers the way certain topics or problems are organized and presented, as well as the activities of presenting them by adapting them to the different interests and abilities of students. Therefore, it is the best knowledge base for teaching (Shulman, 1987). PCK is a set of qualities that help transfer content knowledge to students by transforming pedagogical knowledge and context knowledge types into applicable teaching (Abell, 2008; Veal & MaKinster, 1999). In practice, it helps teachers design lessons that advance students' understanding of the subject, recognize their misconceptions, and develop pedagogical responses that support their learning (Monte-Sano & Budano, 2013). Research reveals that the lack of PCK negatively affects teachers' learning-teaching process in the classroom environment (Mayne, 2019).

By developing the concept of PCK, Shulman expanded the content of the concept of "pedagogical competence" by changing it from "general pedagogical knowledge" to include aspects of pedagogy specific to a particular field and curriculum (Silva, 1987). Focusing on what teachers need to "know" and "be able to do," PAB conceptualized the category of "teaching knowledge" that distinguishes the teaching profession from "field expertise" (Shulman, 1987) and emphasized the importance of going beyond simple practices such as "teaching by telling" and "learning by listening," which were widely used until then (Loughran, 2013).

The PCK proposed by Shulman was subsequently further developed by his colleagues. For example, Cochran, De Ruiter and King (1993) developed the concept of Pedagogical Content Knowing (PCKg), which consists of integrating content knowledge, pedagogical knowledge, student knowledge, and environmental context knowledge from a constructivist perspective in response to the PCK understanding that they criticized for being compartmentalized and stagnant. Similarly, due to the increasing integration of digital technology into teaching, Mishra and Koehler (2006) developed a different PCK, which they called Technological Pedagogical Content Knowledge (TPCK), based on Shulman's PCK formulation. They suggested that teachers need this knowledge base to achieve intelligent pedagogical uses of technology in the teaching process.

Today, history teachers need to do much more in history classes than presenting the past in the form of exact facts. In history courses, students can recognize and use primary evidence, determine historical significance, perceive continuity and change, analyze the cause-effect relationship, approach historical events from different perspectives, historical understanding, interpretation, etc. it is expected to provide many knowledge and skills specific to the discipline (Demircioğlu, 2005; Dinç, 2011; Seixas, 2009). In history lessons, it is aimed for students to make history, that is, to understand the methods used by historians in an applied manner through their cognitive and educational development (Ragland, 2015). This requires history teachers to have the ability to link and sequence events and themes by selecting historical moments and actors from available historical information and identifying relationships between historical ideas, events, motifs, themes, and actors (Westhoff, 2012). History teachers should also be able to identify and resolve students' misconceptions about the subject, their deficiencies in understanding the past, and the concepts they struggle to learn (Yılmaz, 2008). In order to respond successfully to this transformation in the aims and methods of history teaching, history teachers need a strong PCK that will enable them to transfer this knowledge and skills to their students, as well as their historical knowledge and skills. This can only be possible if the courses aimed at gaining PCK are adequately included in the history teacher training programs of the education faculties.

This research examines the lessons taught in teacher training programs that train branch teachers to high schools in the period from the transfer of the teacher education mission in Turkey from the Ministry of National Education (MoNE) to the Council of Higher Education (CoHE) in 1982 to the present day with the PCK dimension, which is one of the knowledge bases of teacher education in the example of programs that train history teachers.

The courses to be taught in teacher training programs during the research period are determined centrally by CoHE, and the courses to be taught in the general culture and teaching profession knowledge category are largely common for different teacher training programs. However, to exclude the differences arising from the unique aspects of different branches from the scope of the research, this research was carried out on the example of programs that train history teachers.

In the research, the programs prepared by CoHE for teacher training programs in 1983, 1997, 2006, and 2018 were used as basic research materials. It is thought that the findings to be obtained by examining the lessons taught in teacher training programs with the dimension of PCK, which includes the lessons aimed at gaining direct teaching knowledge and skills, will contribute to the development of the said teaching programs and thus to the training of more qualified teachers.

Many researchers are examining the pre-service teacher training programs of education faculties in Turkey with different dimensions (Aydın, 2011; Dilek, 2018; Dogutas, 2016; Kaşarcı, 2021; Küçükahmet, 2007; Şarpal & Acun, 2019; Tonga, 2012; Turan, 2018; Turan, 2019; Turan, 2021; Ünlü, Koçoğlu & Ay, 2015; Zelyurt & Sucu, 2022). Nowadays, the number of researches aiming to examine the pedagogical knowledge of teachers and teacher candidates from all branches, especially courses related to mathematics and science, with different dimensions, is increasing more and more. Within this framework, preschool (Avcı & Kutluca, 2022; Yılmaz & Dikici-Sığırtmaç, 2021), primary school (Aylar, 2017; Başar, 2013), Turkish (Batur & Balcı, 2013), Social Studies (Çalışkan, Kılınç & Yıldırım, 2022), History (Bal, 2011) and Turkish Language and Literature (Tabak, 2018) can be cited as examples of research aimed at revealing the pedagogical knowledge of teachers and teacher candidates.

However, no studies in the related literature examine pre-service teacher training programs with the dimension of courses aimed at gaining pedagogical content knowledge (PCK). For this reason, it is thought that our research will fill an essential gap in the literature.

METHOD

Research Design

This research, which aims to examine the teaching programs implemented in education faculties since 1982, with the dimension of pedagogical content knowledge, was designed qualitatively. The "document review" method, a qualitative research method, was used in the research. Document review "involves the analysis of written materials containing information about the phenomenon or phenomena intended to be investigated." (Yıldırım & Şimşek, 2003). In this research, the programs prepared by the CoHE, an official institution, which are written documents consisting of the courses and course contents to be taught in the teacher training programs of the faculties of education, were examined.

Data Collection

In the research, written documents prepared by the Higher Education Council in 1983, 1997, 2006, and 2018 for undergraduate programs that train teachers and non-thesis master's programs that train secondary education teachers and containing the courses, course contents, and application principles to be taught in these programs were used as primary research materials. The materials used in the research were accessed from the CoHE's website.

Data Analysis

Content analysis, a qualitative data analysis technique, was used to analyze the data obtained in the research. "The main goal in content analysis is to reach concepts and relationships that can explain the collected data." (Yıldırım & Şimşek, 2003). Therefore, content analysis allows researchers to describe the content objectively, quantitatively, and systematically by providing a systematic methodology for examining and making sense of raw information obtained from archives, documents, and other written sources (Balci, 2010). The findings obtained from the data analysis were organized and presented under the categories created based on the relevant teaching undergraduate program.

Ethical Considerations

This study is a theoretical study, so ethics committee approval is not required.

FINDINGS

1. History Teacher Training and Teaching Vocational Knowledge Courses in Education Faculties

The only institution that trained high school teachers for a long time in the Republican Era in Turkey was the Istanbul Higher Education School (Oğuzkan, 1982). Since this school was insufficient to meet the increasing need for teachers since the early 1950s, two higher-teacher schools were opened in İzmir (1956) and Ankara (1859) (Duman, 1988). Many high school teachers were trained through pedagogical formation in different universities, especially at Istanbul and Ankara Universities (Sözer, 1992: 260; Turan, 2021). In addition, educational institutes that started to be opened to train secondary school teachers in the mid-1940s were transformed into higher-teacher schools by increasing the education period from three to four years from the 1978-1879 academic year and started to train teachers for high schools as well as secondary schools (MoNE, 1979; MoNE, 1981a; MoNE, 1981b).

The coup administration, established after the September 12, 1980, military coup, transferred the teacher training mission from the Ministry of National Education (MoNE) to the CoHE. This regulation was implemented with the Higher Education Law (dated 6 November 1981 and numbered 2547) enacted in 1981 and the Decree-Law on the Organization of Higher Education Institutions (dated 20 July 1982 and numbered 41). Thus, higher education institutions that train teachers, like all institutions operating under different ministries until that time, were also included under the roof of universities. In this context, 4-year Higher Teacher Training Schools, which train branch teachers for high schools, were also transformed into education faculties or incorporated into existing education faculties and connected to universities (Duman, 1988; Öztürk, 2005).

In the 1982-1983 academic year, the first year after teacher training institutions were included under the roof of universities, the programs prepared by the MoNE for higher teacher schools were implemented in 1981. According to these programs, the education faculties' teaching profession courses taught in the history-geography departments in the year mentioned above are shown in the table below.

Table 1. Teaching Profession Courses Taught in Higher Teacher Schools (History-Geography Department)

Courses	1st Year		2nd Year		3rd Year		4th Year	
	Semester		Semester		Semester		Semester	
	1.	2.	1.	2.	1.	2.	1.	2.
Introduction to Education	2							
Research	3							
Educational Psychology			3					
Guidance				2				
Educational Sociology					2			
Training Program and Methods						3		

Assessment and Evaluation							3	
History-Geography Teaching							4	
Education Management Practice (1 month)								2
Total	5	0	3	2	2	3	7	2

Source: MoNE, 1980.

As seen in Table 1, in the 1982-1983 academic year, in the history-geography departments of the education faculties, in the category of teaching profession, Introduction to Education, Research, Educational Psychology, Guidance, Educational Sociology, Training Program and Methods, Assessment and Evaluation, Education Management and History-Geography Teaching courses are taught.

The years and periods in which the teaching profession courses are not fixed vary according to the departments. In addition, as in all programs, a one-month school practice under "Practice" was also included in the program that trains history-geography teachers.

According to the program, 24 hours of a total of 168 hours taught in the department of history and geography in eight semesters consisting of courses in the teaching profession category. In this case, the weight of the teaching profession courses in the overall program is approximately 14.3%. This ratio is not constant and shows some variation between departments (MoNE, 1981b).

From the examination of the course contents, it is understood that out of the ten teaching profession courses taught in this department, only the History-Geography Teaching course is aimed at teaching the field and thus providing PCK, while the other courses aim to gain general pedagogical knowledge.

1.1. First Education Undergraduate Programs and Pedagogical Content Courses in Education Faculties (1983)

Upon transferring the teacher training mission to CoHE, CoHE prepared new programs to be implemented in these faculties and higher schools and restructured academic units such as departments and departments. In this context, educational sciences departments were established in all faculties of education to carry out the teaching profession courses taught in teacher training programs. The first programs prepared by CoHE for teacher training programs started to be implemented in 1983-1984 (Sözer, 1992).

The courses in the category of teaching profession knowledge, which is included in the curriculum prepared by CoHE and applied since the 1983-1984 academic year in undergraduate programs that train history teachers, are shown in the table below.

Table 2. Teaching Profession Courses Taught in the Undergraduate Program to Train History Teachers (1983-1984)

Courses	1st Year		2nd Year		3rd Year		4th Year	
	Semester		Semester		Semester		Semester	
	1.	2.	1.	2.	1.	2.	1.	2.
Introduction to Education	3							
Educational Sociology		3						
Educational psychology			3					
Educational Programs and Teaching Methods				3				
Measurement and Evaluation in Education					3			
Educational Technology						3		
Guidance							3	
History and Social Studies Teaching Methods							3	
Education Management								3
History and Social Studies Teaching Practices								1 month

Total	3	3	3	3	3	3	6	3
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Source: CoHE, 2007b.

As shown in Table 2, nine different teaching profession courses of 3 hours each are taught in eight semesters in the undergraduate program that trains history teachers. The total course hours of these courses are 27, and their weight in the program is 12.7%. Courses in this category include Introduction to Education, Educational Sociology, Educational Psychology, Educational Programs and Teaching Methods, Measurement and Evaluation in Education, Educational Technology, Guidance, History and Social Studies Teaching Methods, and Educational Management courses. Apart from these courses, as in the previous program, a 1-month school practice was included under History and Social Studies Teaching Practices.

When this program is compared with the previous program, it is seen that the Research course was removed, while a 3-hour course called Educational Technology was added. In the new program, the amount of weekly course hours for Introduction to Education, Educational Sociology, and Guidance courses has been increased from 2 to 3, and the Measurement and Evaluation course has been included as 3 hours under the name of Measurement and Evaluation in Education. The History-Geography Teaching course was also included under History and Social Studies Teaching Methods, reducing the weekly hours from 4 to 3.

When we look at the courses taught in the category of teaching profession courses, these courses consist of courses that provide general knowledge, culture, and understanding of education, and the courses aimed at gaining PCK are only History and Social Studies Teaching Methods with a three-hour course called History and Social Studies Teaching Practices. It is understood that it is a 1-month school practice. Within the undergraduate program that trains history teachers, the weight of the teaching profession courses is 12.7%. The weight of the courses aimed at providing teacher candidates with PCK in the overall program is approximately 1.4%; its weight in vocational knowledge courses is about 11.1%. In other words, the weight of the courses aimed at gaining PCK in the undergraduate program that trains history teachers is almost non-existent.

The transfer of the mission of teacher training to universities did not affect the curriculum structure of teacher training programs much, did not bring a new understanding and perspective to teacher training, and the general framework in the programs prepared by the MoNE for higher teacher schools in 1980 was preserved and continued with little changes. As a reflection, the courses in the category of teaching profession knowledge in the program are composed of theoretical courses aimed at gaining general pedagogical knowledge rather than courses aimed at gaining teaching knowledge and skills.

1.2. Searching for New Models in Teacher Training: 1997 Regulation and Pedagogical Content Knowledge Courses

A new teacher training model was developed within the scope of "pre-service teacher training," one of the sub-sections of the National Education Development Project (NEDP), which was carried out with the financial support of the World Bank between 1994 and 1998 and accordingly, changes were made in the course schedules and contents of the teaching programs. In the new model, primary and secondary education levels were taken as the basis for structuring departments and departments of education faculties. The teacher training programs to be opened under these departments aim to train the teachers needed by the primary and secondary education levels. In this context, Social Studies, Science, Mathematics, etc., were taught in the second stages of primary schools but did not have separate teacher training programs until then. For the first time, undergraduate programs to train teachers were opened for the branches, and minor programs were included in many of these programs (CoHE, 1998).

In the new model, teacher training programs that train classroom and branch teachers to primary schools and train teachers to both primary schools and high schools (Foreign Language, Music, Art, Physical Education, etc.) teacher training programs continue to teach at the undergraduate level as before. In contrast, training branch teachers for high schools has been increased to the master's level without a thesis.

Many reasons for the new regulation are also listed in the curriculum booklet; although the concept of PCK is not used, the lack of this dimension of previous teacher training programs is emphasized, and it is understood that PCK is tried to be reflected in the curriculum. It is possible to understand this both in the program booklet's explanations and the program's structure. This situation is expressed in the program booklet as follows:

It has been observed that the courses related to the teaching formation consist of some theoretical courses in the field of educational sciences and are far from providing the students with the practical knowledge, skills, and perspectives required by teaching" and "There is an inconsistency between the whole program and the practice in schools (CoHE, 1998: 4).

The teaching formation courses used in the past mostly consisted of theoretical knowledge in the educational sciences and were insufficient to provide the teacher with the practical knowledge, skills, and perspectives that he or she would need in the profession. For this reason, the new teaching formation courses have been prepared by prioritizing the knowledge and skills related to the real school environment and the teaching profession, as well as theoretical knowledge (CoHE, 1998: 5).

In the program booklet, it is stated that within the scope of the program preparation studies, the curricula of the courses applied in the schools and the textbooks are also examined, the education and learning needs of the relevant student group are taken into account, and thus an attempt is made to build a bridge between the pre-service teacher training programs and the school and courses. It was also emphasized that the application course hours were increased with the field-specific pedagogy courses in the program:

The hours allocated to teaching the subject area have been increased, and it is aimed that the pre-service teachers learn and try various teaching methods and strategies, learning-teaching processes, materials, planning, and evaluation activities specific to the subject area. It has been predicted that it is important to allocate sufficient time to "subject area teaching methods," which was one of the most neglected dimensions in teacher training programs in the past, and to make an effective start for teacher candidates to become specialist teachers in their branches...The number and hours of practice courses have been increased, and these courses have been linked with each other to allow pre-service teachers to apply the knowledge and skills they have learned in various subject areas and formation courses in school and classroom environments and to see the results. (CoHE, 1998: 7).

The new model envisaged that high school branch teachers would be trained from non-thesis master's programs in two different ways. Accordingly, in the first model, which will be carried out in cooperation with education faculties and field faculties (science and literature faculties) and will last for 5 years (3.5+1.5), students who are entitled to enroll in education faculties spend the first seven semesters of their education in the relevant faculties and the last three semesters. They would graduate with a non-thesis master's degree by completing the education faculties (or related institutes) they were registered to. The second model is a 5.5 (4+1.5) year non-thesis master's program based on the ability of graduates from faculties (other than education faculties) determined by CoHE to complete a three-semester non-thesis master's program in education faculties. In order to enroll in this program, criteria such as Graduate Education Exam (GEE) score and graduation grade point average were observed (CoHE, 2007a).

Thus, with this arrangement, the program that trains history teachers, as all programs that train branch teachers for high schools, has been raised to a master's degree without a thesis. All changes in the

teacher training model at undergraduate and graduate levels have been implemented since the 1998-1999 academic year (CoHE, 1998).

With the said regulation, the teaching profession courses to be taught in non-thesis master's programs that will train branch teachers for high schools are shown in the table below.

Table 3. Teaching Profession Courses Taught in Non-Thesis Master's Programs to Train High School Teachers (1997)

Courses	Weekly Lesson Hours		
	Theoretical	Applied	Total
Introduction to the Teaching Profession	3	0	3
Development and Learning	3	0	3
Planning and Evaluation in Instruction	3	2	5
Special Teaching Methods I	2	2	3
School Experience I	1	4	4
Instructional Technologies and Material Development	2	2	4
Classroom Management	2	2	4
Special Teaching Methods II	2	2	4
School Experience II	1	4	5
Elective Course I	3	0	3
Subject Area Textbook	2	2	4
Guidance	3	0	3
Teaching Practice	2	6	8
Elective Course II	3	0	3
Total	32	26	56

Source: CoHE, 1998.

As can be seen in Table 3, in the non-thesis master's program that trains field teachers for high schools, 14 different courses are taught in the category of teaching profession, and a total of 58 hours are allocated for these courses, 32 of which are theoretical and 26 are practical. Considering that a total of 27 hours is allocated to 9 courses taught in the teaching profession category in the program implemented since the 1983-1984 academic year, it is understood that the increase in the number of course hours allocated to the teaching profession knowledge courses in this program is around 107%. With the 1997 regulation, it is understood that some of the courses taught in the program before the regulation were included by changing the name, content, number of semesters to be taught, and weekly lesson hours, while some courses were removed entirely, and some new courses that were not previously added to the program. In this context, with the new regulation, Introduction to Teaching Profession instead of Introduction to Education course, Development and Learning instead of Educational Psychology course, Instructional Technologies and Material Design instead of Educational Technology course, Classroom Management instead of Educational Management course, History, and Teaching Practice course instead of Special Teaching Methods I and Special Teaching Methods II courses for two semesters and 4 hours per week have been included in teaching undergraduate and non-thesis higher programs. Educational Programs, Teaching Methods, and Measurement and Evaluation courses previously taught in teaching undergraduate programs have been removed, and Planning and Evaluation in Teaching courses have been added instead of these two courses. In the new programs, the Educational Sociology course has been removed while the Guidance course previously taught has been preserved as it was. In addition, two separate elective courses have been added to the master's degree program without a thesis, which trains teachers who take secondary education, as well as a Subject Area Textbook course. With the arrangement, a new approach has also addressed the teacher candidates' practical work in schools. The 1-month school practice, implemented until then, was abolished and replaced with courses with theoretical and practical hours called School Experience School Experience II, Teaching Practice, and I. Thus, the teaching practice of the teacher candidates in the schools has been

spread over three semesters, and it has been possible for them to be acquainted with the practice schools earlier and have experience and practice for a longer time.

With the 1997 regulation, the concepts of "teaching knowledge and skills," in other words, "learning and teaching," were focused on determining the teaching profession courses included in the teacher training programs, and the courses were shaped to gain PCK in this direction. In addition, more space has been allocated for the practice hours of the lessons than ever before. With this arrangement, unlike previous programs, pre-service teacher training programs were arranged according to the needs of the field, and gaining the knowledge and skills teachers would need when they started their profession was given priority. It can be said that it was a very successful program in this respect.

1.3. 2006 Regulation and Pedagogical Content Courses in Pre-Service Teacher Training Programs

In the teacher training model, which started to be implemented in the 1998-1999 academic year, some adjustments were made in 2006. Although these regulations are mostly related to primary schools and teaching programs that train teachers for both primary and high schools, there has also been a slight change in the courses taught in secondary education non-thesis master's programs. With this arrangement, the content weights of the courses taught in the undergraduate teaching programs were generally arranged as 50% content knowledge, 30% teaching profession knowledge, and 20% general culture, and it was applied gradually starting from the first grades from the 2006-2007 academic year. In the program booklet, it is stated with the following words that the program structures of the school level in which the pre-service teachers will work are also taken into consideration during the preparation of the programs:

As a requirement of the constructivist philosophy of new curricula in implementing the curriculum, it is important to first set out from experiences and experiences and then reach concepts and definitions. On the other hand, it is another matter to consider that the course subjects should be associated with the curriculum prepared by the Ministry of National Education for the appropriate level and enriched with examples from daily life (CoHE, 2007a: 10).

Within the scope of 2006 regulations, the teaching profession knowledge courses included in the 3.5+1.5 non-thesis master's program that trains branch teachers for secondary schools were distributed over the years and transformed into a 5-year (4+1) program (CoHE, 2007b; Sari, 2010; Saylan, 2013). No change has been made in the 4+1.5 non-thesis master's program for those who graduated from faculties other than the faculty of education. The effect of the changes made in 2006 on the teaching profession knowledge courses taught in the non-thesis master's program is shown in the table below.

Table 4. Teaching Profession Courses in Non-Thesis Master's Programs Training High School Field Teachers (2007)

Courses	Weekly Lesson Hours		
	Theoretical	Applied	Total
Introduction to Educational Science	3	0	3
Developmental Psychology	3	0	3
Curriculum Development and Teaching	3	0	3
Turkish Education System and School Management	2	0	2
Special Teaching Methods I	2	2	4
School experience	1	4	5
Measurement and Evaluation	3	0	3
Elective Course	2	0	2
Classroom Management	2	0	2
Guidance	3	0	3
Instructional Technologies and Material Design	2	2	4
Teaching Practice	2	6	8
Special Teaching Methods II	2	2	4

Learning, Teaching Theory and Approaches	3	0	3
Research Project in Field Education	2	2	4
Total	35	18	53

Source: CoHE, 2007b.

As seen in Table 4, it is understood that with the new regulation, 15 courses, one of which is an elective course, are taught in the non-thesis master's program that trains secondary education field teachers, and a total of 53 hours are allocated to these courses, 35 of which are theoretical and 18 are practical. Therefore, compared to the 1997 regulation, it is understood that there is a decrease of 5 hours in total and an 8-hour decrease in applied course hours. As can be seen in the table, the courses aimed at gaining teaching knowledge and skills in the 1997 curriculum were removed from the curriculum to a large extent, and these courses were replaced by theoretical courses aimed at gaining general pedagogy knowledge.

In this context, while the School Experience course, which is one of the courses taught to gain PCK to prospective history teachers, was reduced to a single semester, the courses such as Introduction to Teaching Profession, Development and Learning, Planning and Evaluation in Instruction and Subject Area Textbook were excluded from the program. In the new program, courses such as Introduction to Educational Science, Developmental Psychology, Curriculum Development and Teaching, Turkish Education System and School Management, Measurement and Evaluation, Learning-Teaching Theory and Approaches and Research Project in Field Education were included instead of these courses.

Thus, many courses aimed at gaining pedagogical content knowledge in the previous program (1997) were not included; however, theoretical courses were added to the program to gain general pedagogical knowledge as before. This means a significant return to the pre-1997 year in teacher training. Another remarkable change made with this arrangement is that the course categories were formed as "field and field education," "teaching profession knowledge," and "general culture." Therefore, the "field education" courses were considered separately from the "teaching professional knowledge" courses. However, field education, courses aimed at gaining teaching knowledge and skills specific to that branch, constitute the essence of teaching profession knowledge. As a reflection of this, Special Teaching Methods II, Social Studies Textbook Reviews courses, which are teaching profession courses, are shown in the "field and field education" category in the course schedule. When these courses are evaluated within the scope of teaching profession knowledge courses, it can be said that the weight of the courses in this category in the program is somewhat higher.

In Turkey, the issue of training high school teachers has become more and more controversial since 2009. As of the 2010-2011 academic year, CoHE decided to abolish the non-thesis master's program that trains teachers for secondary education and replace it with a two-semester pedagogical formation certificate program (Yıldırım & Vural, 2014). Since this practice led to the creation of more teacher candidates than needed in a short time, CoHE announced that pedagogical formation programs were abolished on April 5, 2012, and that no new student enrollment would be made for teacher training open and distance education programs and secondary education programs of education faculties (Saylan, 2013; Yıldırım & Vural, 2014). However, while these quota-limiting measures were implemented for education faculties, the increase in undergraduate programs and quotas of science and literature faculties, which constitute a source for high school teaching, continued for a while (Turan, 2020).

In June 2013, CoHE decided to stop the admission of students to the secondary education teacher training programs of the education faculties as of the 2013-2014 academic year, and by putting this decision into practice, no students were admitted to the secondary education teacher training programs of the education faculties in the 2013-2014 academic year. Upon the reactions, CoHE stretched its decision and decided to give a quota of 20 students to the secondary education teacher training

programs of only seven determined education faculties as of the 2014-2015 academic year. This decision taken by CoHE is still being implemented (Turan, 2021).

In 2014, the education period of the secondary education teacher training programs of the faculties of education was reduced from 5 to 4 years, and the course schedules of these programs were rearranged accordingly. When the course schedule, which is arranged according to the four-year education period to be applied in the programs that train history teachers, is examined, it is understood that the program consists of a total of 173 hours, a total of 51 hours are allocated to the 14 courses included in the teaching profession category. Its weight in the overall program is approximately 29.5%.

Table 5. Teaching Profession Courses Taught in the History Teacher Training Program, whose Education Period has been Reduced to 4 Years (2014)

Courses	Weekly Lesson Hours		
	Theoretical	Applied	Total
Introduction to Educational Sciences	3		3
Developmental Psychology	3		3
Learning-Teaching Theory and Approaches	3		3
Curriculum Development and Teaching	3		3
Classroom Management	2		2
Turkish Education System and School Management	2		2
Measurement and Evaluation	3		3
History Teaching Methods I	2	2	4
History Teaching Methods II	2	2	4
Instructional Technologies and Material Design	2	2	4
Research Project in Field Education	2	2	4
School experience	1	4	5
Teaching Practice	2	6	8
Guidance	3		3
Total	33	18	51

Source: CoHE, 2014

When Table 5 is examined, it is understood that after the regulation in 2007, the elective course in the non-thesis master's program that trains history teachers was removed; apart from that, the teaching profession courses are the same as the previous program.

1.4. 2018 Change in Teacher Training Undergraduate Programs and Pedagogical Content Courses

In 2018, CoHE rearranged the course schedules and course contents of the departments, the education faculties, and the undergraduate teacher training programs. The new programs have been implemented gradually, starting from the first grades as of the 2018-2019 academic year (CoHE, 2018b).

The concept of PCK is included in a document about teacher training programs for the first time in Turkey, in the "introduction" written by the head of CoHE at the time, and in the booklet in which the program is introduced:

There are three basic competence areas related to teaching. These are content knowledge, pedagogical knowledge, PCK...Pedagogical knowledge includes the teacher's knowledge of general principles and methods related to education and training. PCK functions as a bridge between content knowledge and pedagogical knowledge. In our country, a significant part of the existing teaching programs are designed as teaching and pedagogical knowledge, and the subjects related to teaching the field are not sufficiently included. PCK encompasses the knowledge about how to teach the subject area and the ability to present and formulate a subject in a more understandable way for others. In the updating process of the program, importance was given to educating pre-service teachers with high PCK and pre-service teachers with good morals who sincerely assimilated professional values and ideals (CoHE, 2018a: 6).

In the preface of the introductory booklet of the program, the following statements about the "theory-practice balance," which was brought to the forefront with the 1997 regulation in teacher training programs in Turkey but started to be ignored gradually since 2006, are given:

An important issue in teacher education is ensuring the balance between theory and practice and integrating theory and practice. The job done in institutions that train teacher candidates is to prepare teacher candidates for the profession. However, training the teacher in practice is as important as preparatory education, or even more than that (CoHE, 2018a: 8).

However, from examining the program, it is understood that it does not reflect the PCK mentioned in the "introduction" article and the theory-practice balance emphasized in the preface. A significant part of the courses in the program were created from general pedagogy courses, and the pre-existing practice hours were removed entirely.

Within the scope of this regulation, a discipline-based structure such as Science and Mathematics Education, Turkish and Social Sciences Education was carried out instead of the departmental structure based on the education level in the form of primary-secondary education, which was started to be implemented in education faculties in 1998. According to this arrangement, secondary school history teaching and primary school social studies teaching programs were connected to the Turkish and social sciences Education department.

With the regulation, the total number of courses taught in teaching undergraduate programs, the number of course hours, the number of credits, and ECTS were reduced; on the other hand, the type, total number of course hours, and the general weight of the teaching profession courses in the program aimed at providing general pedagogical knowledge were increased. With this arrangement, the weight of elective courses from each category in the program was increased, while the practice hours of the courses other than Teaching Practice were abolished. When the effect of this regulation on the undergraduate programs that train history teachers is examined, it is seen that the total amount of 173 courses in the previous program was reduced to 158 hours in the new program and reduced by approximately 16%. Regarding course categories, field (education) courses were reduced from 92 to 74 hours, and general culture courses from 30 to 28 hours. On the other hand, teaching vocational knowledge courses were increased from 51 to 56 hours. After the arrangement, the weight of the program's field (education) courses was 46.8%, the weight of the teaching profession courses was 35.5%, and the weight of the general culture courses was 17.7. Thus, compared to the previous program, there was a 6.4% decrease in the weight of the field courses and a 6% increase in the weight of the teaching profession courses, while there was no significant change in the weight of the general culture courses (CoHE, 2014; CoHE, 2018a; Turan, 2019). Similar changes in the number of courses and category weights of the programs are also observed in other teaching programs.

After the 2018 regulation, the teaching profession courses that started to be taught in the undergraduate programs of education faculties that train history teachers are shown in the table below.

Table 6. Teaching Profession Courses Taught in Undergraduate Programs Training History Teachers (2018)

Courses	Weekly Lesson Hours		
	Theoretical	Applied	Total
Introduction to Education	2	0	2
Educational Psychology	2	0	2
Classroom Management	2	0	2
Turkish Education System and School Management	2	0	2
Measurement and Evaluation in Education	2	0	2

Turkish Education History	2	0	2
Guidance in Schools	2	0	2
Teaching Practice 1	2	6	8
Teaching Practice 2	2	6	8
Educational Sociology	2	0	2
Educational Philosophy	2	0	2
Educational Technology	2	0	2
Research Methods in Education	2	0	2
Teaching Principles and Methods	2	0	2
Morality and Ethics in Education	2	0	2
Special Education and Inclusion	2	0	2
Elective 1	2	0	2
Elective 2	2	0	2
Elective 3	2	0	2
Elective 4	2	0	2
Elective 5	2	0	2
Elective 6	2	0	2
Total	44	12	56

Source: CoHE, 2018a.

As seen in Table 6, 22 courses, 16 of which are compulsory and 6 of which are elective, are included in the teaching profession knowledge course category in teacher training undergraduate programs. When the courses in the table are examined, it is seen that the Learning-Teaching Theory and Approaches course in the previous curriculum is not included, and the Curriculum Development and Teaching course is included in the elective courses as a course called Curriculum Development. In addition, Special Teaching Methods I and Special Teaching Methods II courses were removed from the program, and instead of these courses, three 2-hour courses named History Learning and Teaching Approaches, History Teaching 1, and History Teaching 2 were added in the "field education" category. While the courses named School Experience and Field Education Projects were removed from the program, the Teaching Practice course, taught for one semester before, was transformed into two semesters as Teaching Practice 1 and Teaching Practice 2. Instructional Technologies and Material Design course was included in the category of field education elective courses under the name of Material Design in History Teaching by removing 2 hours of the course, thus reducing the number of weekly course hours from 4 to 2.

In the new program, the Introduction to Educational Science course Introduction to Education, Developmental Psychology course Educational Psychology, Measurement and Evaluation course Measurement and Evaluation in Education, and Guidance course were included under Guidance in Schools. These courses' weekly lesson hours have also been reduced from 3 to 2. Therefore, a partial change has been made in these courses' names, duration, and content. While the names of Classroom Management, Educational Psychology, Turkish Education System, and School Management courses are kept the same, their contents have been updated.

Educational Sociology, Educational Philosophy, Educational Technology, Research Methods in Education, Principles, and Methods of Teaching, Morality and Ethics in Education, and Special Education and Inclusion, which were not previously available, have been added to the program. In addition, the Educational History course, which was previously included in the general culture courses category of the program, has also been transferred to the teaching professional knowledge courses category. Thus, the tendency to move away from the 1997 regulation initiated by the 2006 regulation, that is, to increase the weight of general and theoretical pedagogical knowledge courses instead of reducing the PCK courses specific to field teaching in the program content, has reached the highest level.

One of the most prominent features of the 2018 arrangement is the increase in the number of elective courses in the program. Within this framework, according to the program, candidate teachers must take

6 elective courses from each field of education and teaching professional knowledge category and 4 elective courses in the general culture category during their undergraduate education. A list of elective courses containing elective courses for all three categories has also been included in the programs, and it has also been allowed to add other elective courses to this elective course pool under certain conditions (CoHE, 2018b).

The elective courses that started to be taught in the teaching profession category in the undergraduate programs that train history teachers with the 2018 regulations are shown in the table below.

Table 7. Elective Teaching Vocational Courses Taught in Undergraduate Programs Training History Teachers According to the 2018 Regulation

Courses	Hours	Courses	Hours
Open and Distance Learning	2	Education of Hospitalized Children	2
Child Psychology	2	Inclusive Education	2
Attention Deficit Hyperactivity Disorder	2	Character and Value Education	2
Educational Law	2	Comparative Education	2
Educational Anthropology	2	Micro Teaching	2
History of Education	2	Museum Education	2
Drama in Education	2	Out-of-School Learning Environments	2
Extracurricular Activities in Education	2	Learning Disability	2
Curriculum Development in Education	2	Individualization and Adaptation of Teaching	2
Project Preparation in Education	2	Sustainable Development and Education	2
Critical and Analytical Thinking	2	Adult Education and Lifelong Learning	2
Total			44

Source: CoHE, 2018a.

As seen in Table 7, the elective courses in the vocational knowledge category consist of general pedagogy courses that are not associated with teaching the relevant field.

With the regulation of 2018, a significant change has also been made in the nomenclature and content of the course categories that make up the program. In previous programs, general pedagogy courses and pedagogical content knowledge courses were included in the categories of professional knowledge, teaching profession knowledge, etc. With this arrangement, two separate categories were created: professional knowledge and field education. General pedagogy courses were included in the professional knowledge category, while a small number of courses aimed at gaining pedagogical content knowledge and field knowledge courses were collected in the field education category. This situation is compatible with Shulman's characterization of pedagogical field knowledge as a "second kind of field knowledge" (Shulman, 1986: 9).

The courses in the field education category, taught in undergraduate programs that train history teachers, are shown in the table below.

Table 8. Courses Taught in the Category of Field Education in Undergraduate Programs Training History Teachers According to the 2018 Regulation

Courses	Hours	Courses	Hours
Social Sciences and History	2	The Seljuk State and Civilization of Turkey	2
Ancient History and Civilization 1	2	Ottoman History 1	2
Ancient History and Civilization 2	2	Ottoman History 2	2
Central Asian Turkish History and Civiliz. 1	2	Ottoman History 3	2

Central Asian Turkish History and Civiliz. 2	2	Ottoman History 4	2
Islamic History and Civilization 1	2	New Age World History	2
Islamic History and Civilization 2	2	History Learning and Teaching Approaches	2
Ottoman Turkish 1	2	Turkish World in the New and Modern Age	2
Ottoman Turkish 2	2	Modern World History	2
Philosophy of History and Research Methods	2	History Curricula	2
History of Principalities and Turkish Culture in Anatolia	2	Contemporary World History and Turks	2
Medieval World History	2	History of the Republic of Turkey 1	2
First Muslim Turkish States and Civilization	2	History of the Republic of Turkey 2	2
Great Seljuk History and Civilization	2	Elective 1	2
Ottoman Institutions and Civilization 1	2	Elective 2	2
Ottoman Institutions and Civilization 2	2	Elective 3	2
History Teaching 1	2	Elective 4	2
History Teaching 2	2	Elective 5	2
		Elective 6	2
Total			74

Source: CoHE, 2018a.

As seen in Table 8, there are a total of 37 different courses in the field education category of the program, and an essential part of these courses is aimed at providing field knowledge to teacher candidates. The two-hour courses History Learning and Teaching Approaches, History Curricula, History Teaching I, and History Teaching II are designed to provide knowledge and skills related to the teaching of the field, that is, to provide PCK. In addition, no practice hours have been allocated to these courses. However, the following vague and difficult-to-implement explanation has been given about the implementation of practice if necessary:

The fact that the practice time is not included in the weekly course schedules of the courses does not mean that there will be no practice in these courses, and although the practice lesson time/credit is not given, students for the course are in various environments (school, classroom, environment, laboratory, etc.) should be encouraged to make observations and practice related to the course. (CoHE, 2018b: 22).

The program has 13 elective courses in the field education course category, shown in the table below.

Table 9. Elective Courses Taught in the Category of Field Education in Undergraduate Programs Training History Teachers According to the 2018 Regulation

Courses	Weekly Lesson Hours
History of Eastern Anatolian Turkish States	2
History of the Middle East Turkish States	2
Social Structure and "Nation System" of the Ottoman Empire	2
Roman and Byzantine History	2
Russian History	2
Evaluation of In-Class Learning	2
History Textbook Review	2
Historical Literacy	2
Material Design in History Teaching	2
Turkish Democracy History	2
Turkish Maritime History	2
Turkish Renewal History	2
Islamic World in the Twenty-First Century	2
Total	26

Source: CoHE, 2018a.

As can be seen in the table above, there are 13 elective courses in the field education category in the program, and four courses, namely Evaluation of In-Class Learning, History Textbook Review, History Literacy and Material Design in History Teaching, are like courses aimed at providing teacher candidates with PCK, and the other courses are aimed at gaining field knowledge.

DISCUSSION AND CONCLUSION

The primary purpose of teacher training programs is to equip prospective teachers with sufficient competence to cope with the difficulty and complexity of the teaching process (Allen, 2009; May, Annie, Sylvia, 2010). In order to achieve effective learning, teachers must be able to transform their subject knowledge into pedagogical knowledge, that is, PCK (Ayoubi, El Takach & Rawas, 2017). PCK is accepted as the primary knowledge base of teacher training programs, as it includes presenting teachers' content knowledge to students in the most understandable way. Shulman (1987) defined PCK as "teaching knowledge" and suggested that the way to be the best possible teacher is to have a strong PCK. Pre-service teachers can learn to teach effectively by understanding learning and enabling them to apply what they know (Darling-Hammond & Baratz-Snowden, 2007).

The mission of teacher training in Turkey was taken from the MoNE in 1981 and transferred to universities, after which the existing teacher training institutions were transformed into faculties or colleges and connected to universities. The first curriculum and contents to be applied in teacher training programs under the university's roof were prepared in 1983 and started to be implemented as of the 1983-1984 academic year. This program's primary approach and framework of the Higher Teacher Schools Program prepared by the MoNE 1981 was preserved. While minor changes were made in the names of only some courses and the number of weekly course hours in these programs, the tradition of forming the teaching profession courses from the general pedagogy courses aimed at gaining general knowledge and understanding about education was continued. In this period, it is seen that the only PCK course in the undergraduate programs that train history teachers is History and Social Studies Teaching Methods, a one-semester and 3-hour course, which is highly insufficient. Therefore, the transfer of the mission of teacher training to universities did not create a paradigm shift in teacher training, and the general framework drawn by the MoNE was preserved and continued.

Despite the significant potential that PCK has in providing teacher candidates with teaching knowledge and skills, the necessary importance was not given to the teacher training programs implemented in Turkey until 1997. This knowledge base proposed by Shulman et al. has been considered in the teacher training programs implemented in Turkey since the 1998-1999 academic year, and even this knowledge base has been placed at the focal point of the programs. With this arrangement, programs that train teachers for primary and secondary primary and secondary schools continue to provide education at the undergraduate level as before, while programs that train branch teachers for high schools have been increased to the master's level without a thesis. In the new model, the approach that focused "education" on the programs was abandoned, and the "teaching profession" was made the focus; instead of general pedagogy courses, courses aimed at providing PCK to teacher candidates were placed in the program. Thus, with this paradigm change in pre-service teacher training programs, the content of the concept of "pedagogical competence" has been transformed and enriched from "general pedagogical knowledge" to include pedagogy specific to a specific field and curriculum, that is, PCK, following Shulman's recommendations. The symbolic reflection of this situation in the program is that the Introduction to Education course, taught until then, has been replaced by a course called Introduction to the Teaching Profession. With this arrangement, while school practice is spread over three semesters in all non-thesis master's programs, including the non-thesis master's program in history teaching, it is also possible for prospective teachers to do practice activities related to the information they have learned in the relevant courses by providing practice hours to a significant part of the courses in this category. Thus, it is aimed at teacher candidates to gain experience on "how to teach," which constitutes the essence of PCK.

Pre-service teacher training programs should be designed to teach prospective teachers the subject area and how it is taught (Ball, Sleep, Boerst & Bass, 2009). In other words, these programs should prepare prospective teachers for the profession by educating them in a way that not only knows the content but can use it to help students learn (Van Driel & Berry, 2012). To integrate theory and practice, developing skills requires awareness of the tools and strategies for implementing teaching and experience in using them. For this reason, opportunities to apply different teaching strategies should also be offered to prospective teachers in teacher training programs (Anderson, Barr & LaBaj, 2012; Cohen & Ball, 1990; Lampert, 2010). This is only possible if applied courses are given sufficient space in teacher training programs. As in all secondary education non-thesis master's programs that have been implemented in Turkey since the 1998-1999 academic year, the non-thesis master's program, which trains history teachers, also includes courses aimed at gaining PCK, and practice course hours have been added to many of these courses. This situation reveals that in preparing pre-service teacher training programs, contemporary trends in teacher training are followed and reflected in the programs.

CoHE rearranged the course schedules of the teaching undergraduate programs of the faculties of education in 2006, and in parallel with this arrangement, it also updated the teaching vocational knowledge courses taught in secondary education teaching non-thesis master's degree programs. Within the framework of these regulations, the teaching professional knowledge courses included in the master's program without a thesis in the form of 3.5 + 1.5 have also been distributed over the years and transformed into a 5-year (4+1) program. In 2014, the teaching period of these programs was reduced from 5 to 4 years, and the course schedules were updated accordingly. With these changes, the programs implemented in 1998 significantly moved away from the approach that centered the teaching profession and returned to before 1997. With this arrangement, the weight of PCK courses and practice hours aimed at improving teacher candidates' teaching knowledge and skills in the program has been reduced, while the weight of general pedagogy courses with a theoretical weight has been increased, as in the past. The reduction of applied and teaching professional knowledge courses was evaluated as a negative situation in the research results conducted on the subject (Tonga, 2012).

The last update in the course schedules and contents of higher education programs that train teachers in Turkey was carried out in 2018. With this update, the courses taught in teaching undergraduate programs have been classified into three categories: "professional knowledge," "field education," and "general culture." In the history teaching undergraduate program, 22 courses, 6 of which are elective, have been included in the professional knowledge category, where courses aimed at gaining general pedagogical knowledge are included, and a total of 56 hours of space has been allocated to these courses. Although there are 37 courses in the field education category in the programs, 6 of which are elective, only 4 of these courses are related to field education aimed at gaining PCK, and the total number of lesson hours of these courses is 8. In addition, four 2-hour courses, Evaluation of In-Class Learning, History Textbook Review, History Literacy, and Materials Design in History Teaching, are included in the program's elective courses in the field education category. Within the framework of this amendment, the practical lesson hours of all courses other than the school application courses named Teaching Practice I and Teaching Practice II have been abolished. Thus, while the weight of theoretical general pedagogy courses in the program has been increased, the weight of PCK courses has been reduced, and practical lesson hours have been completely abolished.

Many studies reveal that the weight and quality of teaching profession courses in teacher training programs in Turkey are insufficient (Güler, 1985; Özer-Giriş, 1990; Tonga, 2012; Turan, 2018). Courses aimed at gaining PCK in teaching undergraduate and non-thesis master's programs implemented since the 1998-1999 academic year were placed at the program's center, and practice hours were added to an essential part of these courses. This arrangement, which shows that current approaches in the world are considered in pre-service teacher education, can be considered a further step in teacher training. However, there are some negative approaches to this arrangement, which focuses on PCK in teacher

training programs, from the side of pedagogy, such as "Educational sciences have lost their theoretical framework, which was developed by associating with different social science fields, and have been placed in a limited framework with teacher training" (Erdoğan, 2021). In fact, due to the influence of these negative approaches, as mentioned above, with the arrangements made by the CoHE in these programs in 2006 and 2018, the understanding of 1997 was moved away. The weight of general pedagogical courses was increased in the course schedules and contents of teacher-training programs, and the practice hours, which are essential for acquiring teaching skills, were first reduced and then wholly abolished.

It may be possible for teachers to start as ready as possible when they start their profession by designing teacher training institutions well. This design may be possible with the addition of PCK courses where teachers can gain teaching experience and good practice hours to be allocated to these courses. As Ball & Forzani (2010: 11) emphasize, "*Students must have teachers who are prepared to help them learn, not beginners who are struggling themselves. Allowing teachers to learn at our young people's expense is unethical.*" In order to prevent such negative situations, a teacher training system should be established that will equip teacher candidates with the necessary professional skills and teach them how to use these skills.

Based on the research findings, it is thought that it would be beneficial to make the following arrangements in pre-service teacher training programs in order to provide history teacher candidates with the knowledge and skills they will need in the learning-teaching process after they start their profession:

1. While pre-service teacher training programs are being structured, the goal of training qualified teachers should be placed in the focus of the programs.
2. The CoHE, which has the responsibility of preparing higher education programs that train teachers before service, should constantly monitor the primary and secondary education levels, determine the needs of teachers working in these schools related to their teaching knowledge and skills, and constantly update teacher training programs by these needs.
3. In the pre-service history teacher training programs, as in the 1997 program, the "teaching profession" should be placed at the center, and instead of the courses aimed at providing general pedagogical knowledge to the program, emphasis should be placed on the courses aimed at providing teacher candidates with pedagogical content knowledge directly related to teaching knowledge and skills. In this context, the Introduction to Teaching Profession course should be included instead of the Introduction to Education course. In addition, the contents of the courses such as Teaching Principles and Methods, Assessment and Evaluation, Classroom Management, etc., which are taught to gain general pedagogical knowledge, should be specific to the field. Increasing the weight of the courses aimed at gaining the teaching profession and field-specific teaching knowledge and skills within the program will increase the pedagogical content knowledge of prospective teachers and the quality of pre-service teacher education in general.
4. Courses such as Educational Psychology, Sociology of Education, and Philosophy of Education taught in teacher-training programs should be replaced by courses in which these subjects are integrated. Thus, while developing the skills of prospective teachers to take a more versatile and holistic approach to the concept of "education," the weight of theoretical general pedagogy courses in the program will also be reduced.

5. In the pre-service teacher training programs that train history teachers, "Instructional Technologies and Material Design" and "Subject Area Textbook Reviews" courses should be included in the compulsory courses category as before.
6. Increasing the weekly lesson hours of courses aimed at gaining teaching knowledge and skills and allocating practice hours for these courses will play an essential role in developing teacher candidates' skills of converting theoretical knowledge into practice.
7. Starting the teaching practices carried out in schools from earlier classes, not limited to the final grade, will also positively impact the development of teaching skills, allowing prospective teachers to get acquainted with natural learning environments earlier.

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