



FUAT BAYMUR'S VIEWS ON LIFE STUDY TEACHING

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Abstract:

Primary school is also important for the child's self-knowledge, adaptation to the society and environment in which lives, and the life study course, which is the basis of the primary school. It was first organized in 1926 within the framework of collective education principle. It is thought that the opinions of the educational experts of that period will be guiding in order to understand its essence. Fuat Baymur's views on life study course have been discussed. Qualitative research method has been used in the scope of this research. Document analysis has been conducted. The data has been obtained through content analysis. According to the results obtained from Baymur, life study lesson is a life, work and real lesson and it is the basis of primary school. He states that while life study course provides the mental and emotional development of the child's interest in teaching, it contributes to the harmony with society and environment, historical learning and learning environment and strengthens the sense of citizenship. In addition, it is the preparatory course for the basis of the primary school courses and upper circuit courses. Again, the duties of the classroom teacher in life study teaching; making plans, being creative and artful and knowing the environment. He opposes textbooks in teaching and proposes topics and resources from the environment in which the child lives. In the course, while giving examples of teaching tools that the child can experience, the student deals with the transformation of information into behavior.

Keywords: primary school, life study, Fuat Baymur

1. Introduction

Education has been seen as an important institution since the existence of humanity. As a matter of fact, with the increase in the number of people in the world, education became more complex and therefore regular schools emerged. As the process

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progresses, education becomes even more important to adapt to the complex world. In this context, education was made compulsory and it was not considered sufficient to provide information to the individual. The necessity of self-improvement and adaptation to the society by equipping the individual with knowledge and skills and values has been among the aims of education. In Turkey, the first step of compulsory education, primary school, the individual's self-development and adapt to society as a pivotal course of life study teaching takes place.

2. Literature Review

Life study; taking into account the developmental characteristics of the child, combining different disciplines, preparing the child for life, making it a good person through teaching by living and making it ready for the upper educational institution (Karabağ, 2009: 4). Life study course is defined as a lesson that enables children to be a good person and a good citizen in the education process and to gain the basic behaviors necessary for active adaptation to the environment by Akınoğlu (2003: 2). Sönmez (1996: 2) defines natural and social facts as information obtained at the end of the process, which enables him to establish a bond based on evidence.

Binbaşıoğlu (2003: 36), who emphasized the environment in the life study course, examines the social and cultural environment in which he lives and obtains accurate and sound information about the environment and environmental problems from a younger age, and provides the necessary habits and skills to adapt to the environment. Based on the definitions; life study course is a pivotal course of primary school which provides the necessary knowledge, skills, values and attitudes based on real life events for the child to become a good person and a good citizen by adapting to himself, society and environment. It is thought that the different definitions of the life study course are based on the fact that each country has its own program and that the objectives and content of the program are revised or changed. Indeed, the republican period Nature Inspection, Agriculture and Public Health, Principles of Geography and History (Coğrafya ve Tarih Mebadisi), Moral Conversations (Musabihat Ahlakiye) and Citizenship (Malumat Vataniye) lessons (Cicioğlu, 1985: 95) and educators in Turkey in 1926, both in the framework of the views of experts brought from abroad "life study". The life study course, which was put into practice in 1927, was later changed in 1936, 1948, 1968, 1998, 2005, 2015 and 2018 and is still being implemented.

Although the life study's curriculum gains and contents change in the process, it is thought that the works belonging to the early periods in which it was put forward to understand the essence of the program are important. In addition to teaching in this context, Fuat Baymur, who was sent abroad in the early republican period and worked in teacher training programs, is thought to be guiding for the application of life study teaching.

2. Fuat Baymur

He was born in 1901 and started his education in the field of education in 1924 as the principal of Beyazıt Numune School, Galatasaray High School Department of Turkish Education (1924 - 1928), Istanbul First Education Inspectorate (1928), Ankara Secondary Education School Principal Education (1931-1932), Istanbul Male Teacher Training Dormitory Information Assistant and Principal Assistant (1932-1933), Istanbul Deputy Principal Assistant (1933-1934), Ankara Gazi Institute of Finishing Education Method and Practice Assistant (1933), the first Office of the Ministry of Education Department (1934-1943), Gazi Institute of Education Procedural Teaching (1943), Gazi Institute of Education (1950-1952), Ministry of Education, Education Department (1952-1960), General Directorate of Primary Education (1960-1961), Gazi Education Institute (1961) - 1964) (Oktayyaras, 2019).

In addition to these educational tasks, he was one of four teachers sent to Vienna in 1928. and Higher Pedagogical Institute in Vienna between the years 1928-1931 and with his assessment about the education practices in Turkey have affected primary schools and teacher training programs (Aslan, 2014). After returning to Vienna, Baymur was appointed as the first part teaching method teacher at Gazi Secondary School.

A year later, the Department of Pedagogy taught Private Teaching Method and Practice. He was also recognized as an authority of primary school subjects of that period, and almost every teacher read his books. He had a very careful and meticulous working discipline and conducted his courses within the framework of the plans he prepared and prepared notes for non-textbook subjects. He left his notes for the students to examine. He knew French, German and English and brought the resources he found from these languages to the class and introduced them to his students (Binbaşıoğlu, 1995: 163-165). He also went to European countries (6 months) and America (2 years) in 1956 and made examinations about secondary education (Gündüzalp as cited in Aslan, 2014).

He also wrote many works for teacher education during this period; Geography Teaching, Life study Lessons, Geometry Teaching, Primary Reading and Writing Teaching, History Teaching, Turkish Teaching, Language Studies on Life studies (with Nihat Özön), Anthology of Special Teaching Method, Arithmetic Teaching, Secondary Education in the United States.

As can be seen, Fuat Baymur, one of the early educators and researchers of the republic, continued his educational experiences with different roles in the education system. In addition, the fact that overseas experiences are after the 1927 program and that it is a teacher trainer of the period is of importance in life study, which is a program that is put forward for the first time as a practitioner, trainer and expert.

As a matter of fact, by examining the courses of life study and similar structures in different countries, it draws attention to why collective education should be done in primary schools and the importance of life study course in the context of primary school. This research is thought to be a guide in today's life study program. In this context, the aim of this study is to examine Fuat Baymur's views on life study course.

3. Material and Method

Qualitative research model was used in this study which was conducted in order to examine Fuat Baymur's views on life study course. Qualitative research; This is the research conducted to understand how people interpret their experiences, how they construct the world, and how they attribute meaning to their experiences (Merriam, 2013: 5). Within the scope of this research, document review was conducted. Document review; It is the analysis of the written materials that contain the facts or cases related to the research subject (Yıldırım and Şimşek, 2013: 217).

Fuat Baymur's Life study Lessons book, which was published in 1954, was analyzed. The book was written by Fuat Baymur and his comments and views about life study course were discussed. As a matter of fact, he has another book published in 1937 for the life study course; but only for the 1927 program and has opinions. In his book published in 1957, he presents the evaluation of previous programs, and the views of teachers in practice in this process and presents his views in a more comprehensive manner. The views in the book were analyzed through content analysis. Content analysis; painting is the procedure used to categorize and evaluate verbal or textual material (Rosenthal and Rosnow, 2008: 131).

In order to analyze the materials discussed in the research, categorical analysis was made from content analysis methods. Categorical analysis is the division of a particular message into units and then grouping these units into categories according to certain criteria beforehand (Bilgin, 2014: 19).

The materials discussed in this context were primarily divided into units and categorized by two different researchers. In order to measure reliability among coders, the formula developed by Miles and Huberman (1994: 64) was used and the reliability value between coders was determined as 97.6%.

4. Results

In this study, Fuat Baymur's views on the knowledge of life were analyzed and five main categories were determined according to the categories created: what life knowledge is, its benefits, content, teacher's duty, course resources and teaching tools. There are different categories under these categories. In this context, Fuat Baymur's views on what life information are shown in Figure 1.

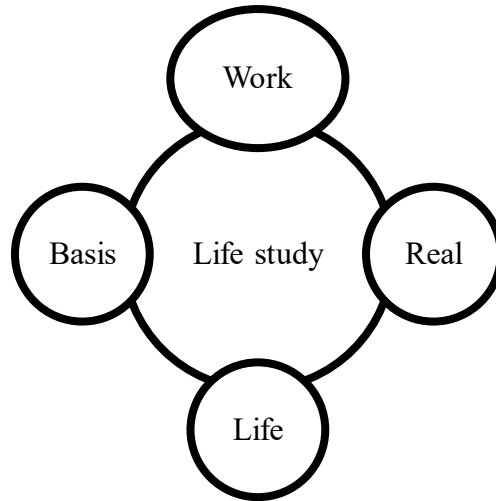


Figure 1: Life Study According to Fuat Baymur

According to Fuat Baymur's views, life studies can be handled in 4 sub-categories. His views on the fact that life study is a “real lesson” are as follows:

“The subjects of the course gain from the real conditions around the school. It is a village, town or city depending on the environment; on the sea shore, inside high or low.... Life study treats this environment as it is. As can be understood, the most appropriate way to choose the subjects of this course is that each teacher chooses the subjects that are appropriate to the realities of his / her environment.”

Again, in the dimension indicated as work course;

“Life study is based on the students taking some work. At the beginning of the school year, the idea of making students look comfortable in classrooms should be emphasized. In this context, plans are prepared and the class is organized accordingly.”

Again, in his views that life study course is a life course, he first draws attention to the difference between observation and life and states that each observed situation is not stretched. In order to treat an event as life, it is stated that:

“In order for an entity or event to take place, they need to activate their emotions and arouse excitement in us... the beings and events that grasp us with all our souls leave a deep mark in our memory and operate and develop our various spiritual forces.”

Again, according to the author, life study is the basis of other courses. His views on this subject are as follows;

“It is the basis of the first stage courses. The rest of the lessons inspire students to gain their own techniques (speaking, reading, writing, illustrating,) and revitalize and deepen their subjects. Turkish, arithmetic, painting, writing, music and physical education courses, which are the courses of the first period, express life issues in various ways.

Teaching thus takes a collective form. With this understanding, life study is the axis of collective education. It has a responsibility in this respect."

As Fuat Baymur defines life study course is the basis of the primary school lessons that students learn by doing, in other words, by dealing with the issues intertwined with life. In this definition, the benefits of teaching life study are shown in Figure 2.

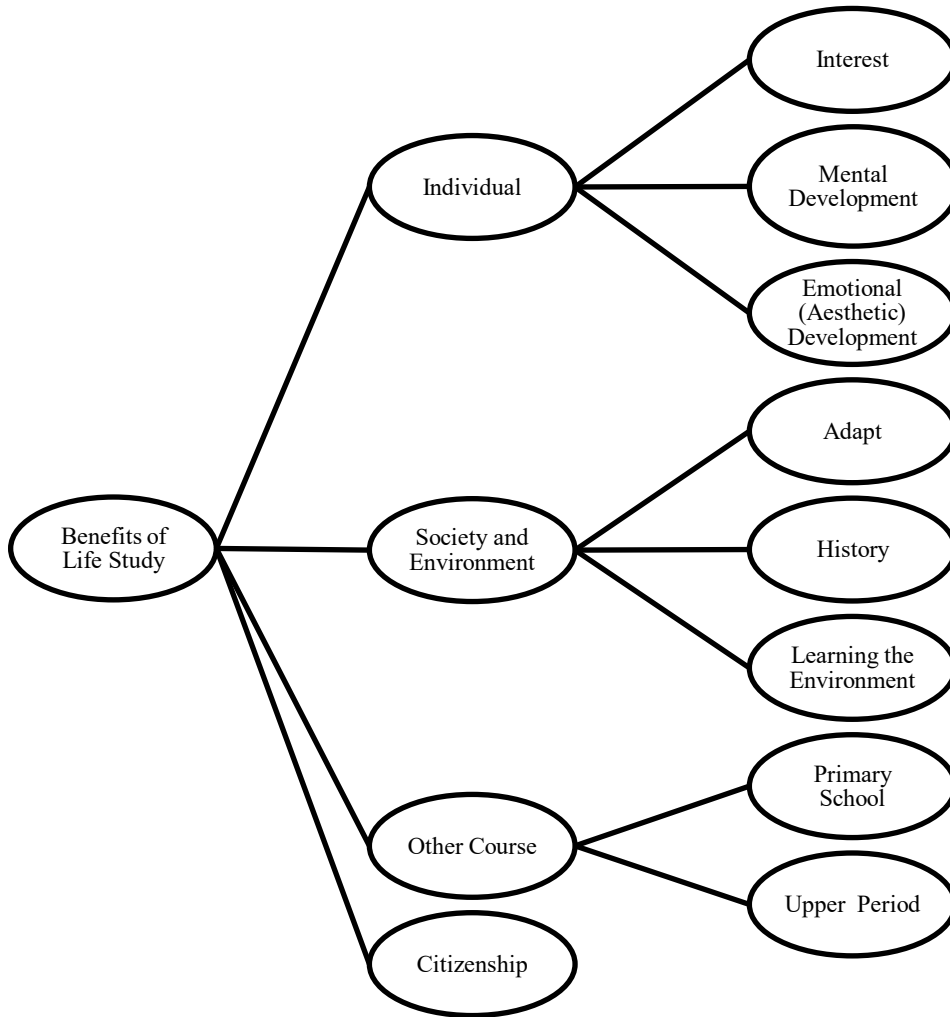


Figure 2: Benefits of Life Study Course

According to Figure 2, which shows the benefits of life study course, it is stated that it first arouses the interest of the individual and contributes to the mental and emotional development of the individual. In addition, it can be said that it helps the individual to adapt to the society in the context of the society and the environment in which he lives and that he provides learning the environment and also contributes to the learning of the past and the history. It is also explained that it contributes to the development of aesthetics by examining children's works of art. In addition to being a pivotal course for primary school, it is also stated that life study course is a preparation for upper circuits. The views of life knowledge on the child's interest, mind and emotional development are as follows:

"We read the life study first to respond to the children's interest in what is happening around them. From the moment the child is born, /he tries to get to know the world she/he is in. Life study serves broadly the mind education of children. We can easily anticipate the effects of observing and thinking on real things in the environment on children's perceptions, attention, observation, design, memory, imagination, and thinking... Life study also serves to enrich students' emotional lives. Natural and cultural life, which is the main source of the subjects of this course, includes some beauties. Encountering these beauties and emphasizing them, they also awaken and feed the aesthetic feelings. Every subject of life is of course prepared for an influence on this path. "

As can be seen, life study course has a positive effect on the development of the child. In addition, the child's adaptation to society and the environment, to learn the environment and learn the history of the views that contribute to the views are as follows:

"Introducing their environment to children is of practical value. Because the better they learn the natural and social conditions of this environment and show how much they want to learn, the more easily they adapt the neighborhoods and therefore they will succeed in proportion. As a matter of fact, even though children come to school by recognizing their environment, they may have incomplete, ambiguous and sometimes wrong information. In this case, it is necessary to teach them their environment as planned and elaborate. The information to be gained from the environment also constitutes the old times. In other words, it can directly explain a phenomenon that it cannot see or collect directly with the surrounding phenomenon. That is, they can explain a fact that you do not see directly with the facts in the environment."

Again, while discussing the definition of life study, it was stated that other courses were the basis. It is stated that this life study course is a step in the transition to upper period courses while revealing its relationship with other courses at primary level. The opinions expressed in this regard can be summarized as follows:

"Life study is the basis of all first cycle teaching. Turkish, arithmetic, art, writing, music and physical education courses express life issues in various ways. First period instruction thus becomes a whole. In these classes, other courses such as arithmetic, arts and crafts, music and physical education are regarded as "expression" or "skill" courses and taught in close relationship with the units in the "Life Study" course. Children will be prepared in the courses such as geography, citizenship, history and natural knowledge while examining the natural and social life of their stages in the first grade. Life study is the foundation of upper circuit courses such as citizenship knowledge and geography in the first cycle, but it differs from them in terms of its inner side. This course tries to give the child the natural and social reality she/he is in as a whole in accordance with her/his mental state. In this respect, geography, history, nature and community-related entities and events take place side by side or intertwined in a life stage that reviews the natural

and social life-related entities and events without disrupting their loyalty. In addition to this, life study course aims to give students a general view about the towns, villages and their immediate surroundings on the one hand, and on the other hand, the articles and events related to nature, history, citizenship and geography of the same sex are handled together. To prepare children for the lessons of the second period."

Life study contributes to the development of the child, the society and the environment and the benefits of both primary and upper circuit as well as providing benefits to the individual is said to be a good citizen;

"Don't be surprised if I tell you that life study will serve citizenship education. This course not only gives information about the citizenship; it also allows them to connect to this piece of land and the people who live there. This is the first condition for this nation and patriotism."

In summary, it can be said that life study course is an important course in terms of both its definition and its benefits. In addition, Baymur states that there are insights that life study lessons are insufficient in the first 3 years of primary school. The content of this course is also important in this context. The views expressed in relation to the role of the classroom teachers who will teach the life study course are shown in Figure 3.

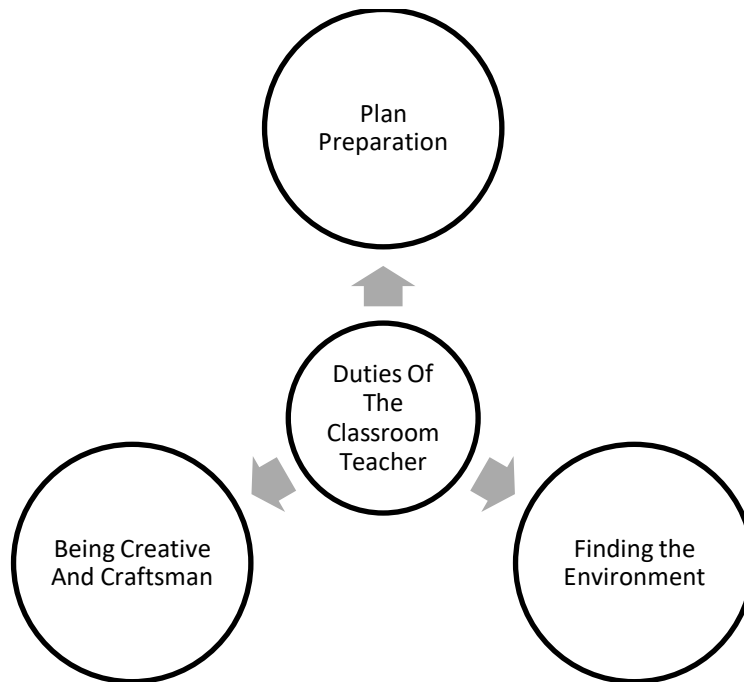


Figure 3: The Duties of the Classroom Teacher in the Life Study Course

When life study course is considered as the basis of other courses, classroom teachers have some duties in this context. As a matter of fact, Fuat Baymur, who criticized the classroom teachers' negative opinions about the life study course in the survey conducted by the Ministry of National Education in the 1943-1944 academic year, explained the role of classroom teachers within the scope of this course. In this

context, he emphasizes that the classroom teacher should make a plan and states that he should know the environment and be artistic and creative. He started his views on this subject with his opinions on the survey results, opposed the ready plans and continues:

“The teachers requested that the curriculum of this course be elaborated and even detailed plans for each of the subjects were given. This desire, how the contrary to the inside of the knowledge of life is square. As if ready-made plan books on the market are not enough! There will be a bit of pain, but there is only one reason for this desire and the excessive demand by some colleagues for the books just mentioned: Conduct lessons easily without even having to think and plan to get rid of the hassle of research. These kinds of books are useful for giving ideas to colleagues if they are well written. But in fact there is no more crippled act than attempting to practice, as it is a book written by the pen or written by those who do not know the inside. The lessons of a teacher who wants to see the surrounding phenomena, who can choose among them according to their class, and who directly affects their children under the influence of these phenomena are also very lively and productive. Avoiding research and thinking without seeing makes us automatons. However, the modern teacher qualifies; mold making is not automatic; creativity and craftsmanship.”

As it is seen, Baymur stated that he intends to get rid of the trouble of class teachers to think and investigate the reason for not planning and in order to plan, it is necessary to know the environment first. In addition, it is seen that while specifying the plans to be created by selecting the subjects from the environment, this also reveals the craftsman and creativity of the teacher. In this context, while dealing with the tasks of the teacher, he actually opposes the textbooks created according to the general framework. Stating that there cannot be a textbook for a course that takes its subjects from the environment, its opinions about the sources that can be used instead of the textbook are shown in Figure 4.

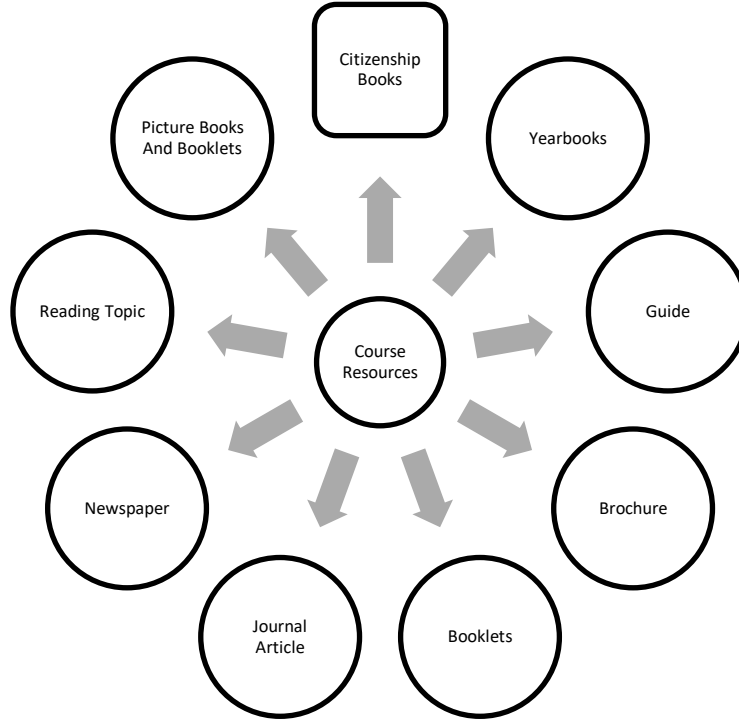


Figure 4: Resources That Can Be Used in Life Study Course

There are no textbooks as shown in Figure 4, which shows the resources that can be used for life study lesson. As a matter of fact, Baymur opposes this situation and expresses his doubts about the environment in which he will prepare for a course based on life. He expresses his views on this:

“In other words, an author should write a book according to the life issues of the program. I don’t know if the explanations given so far are not enough to reveal the disability of thought? Book value of the content of what may be written to a varying extent Turkey textbook according to each environment? Turkey’s call points that are common to all regions, will try to stop them is it on. Then there is no trace of life study.”

Baymur is strongly opposed to textbooks; however, it can be used as a resource instead; it recommends many sources such as nearby citizenship books, annuals, manuals, brochures, prospects, magazine articles, newspapers, reading subjects, picture books and booklets. His views on this are as follows:

“The content of the books in the nearby citizenship constitutes the content of a certain life. A city; with its streets, squares parks and gardens, historical bridges, daily life, present and history, it finds the flow in this book. They are publications that will illuminate life study issues on some fronts. For example, a brochure that revives Atatürk’s life or a brochure with plenty of pictures about the history of vehicles can be prepared. Newspaper and magazine articles, reflecting the life of the school environment or illuminating certain aspects of certain life issues, annual brochures published by several institutions and organizations, can be used if they are suitable for child level in prospects. The brochures guide of the State Railways administration, preference guides,

anniversaries showing the activities of the Community House Child Protection Agency and the Red Crescent can also be used. From the third year onwards, it is also very useful for life information in the abundant picture books and booklets written in clean language which activate life study subjects in the preparatory manner."

Baymur offers a wide range of resources for life studies that can be found around the child, except for a textbook. In addition to the available resources, he states that life study is a life, work, observation and analysis course. In this regard, has been at the top "life study is not a lesson to be passed by speaking by heart. Observation, investigation, experiment, work and life course." The framework of his views on what the tools can be used in the course is shown in Figure 5.

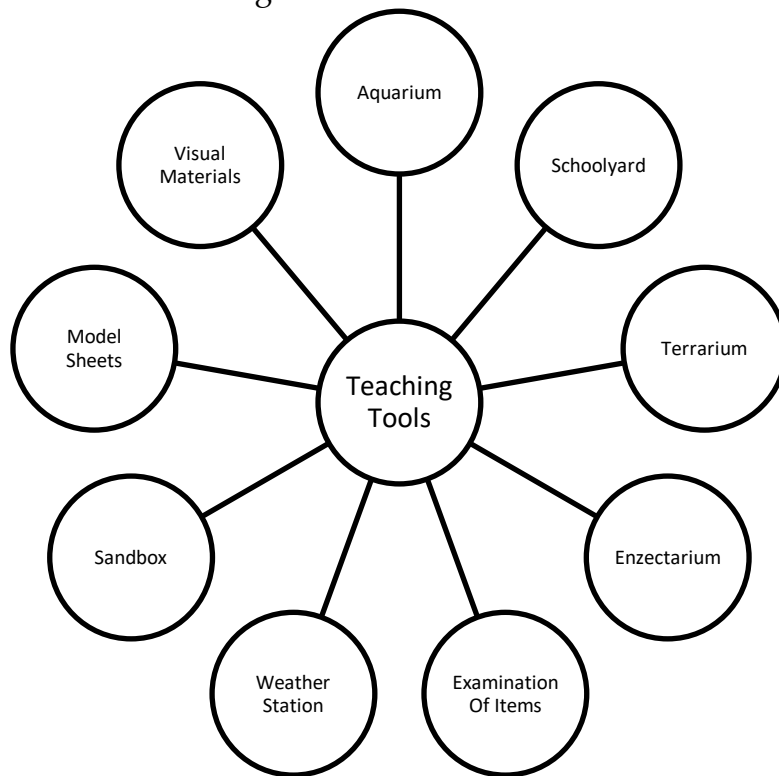


Figure 5: Teaching Tools Used in Life study Course

As it can be seen in Figure 5, which shows the teaching tools that can be used in life study course, many tools can be used, while most of the life study topics are related to life outside the school and the assets and events taking place in this life, class trips, observation and examination assignments will be useful in this regard. It also states that the school garden can create a feeding environment for plants and animals in the environment and that aquatic creatures will create an environment. In the terrarium, frogs, lizards, mice, slugs such as animals will be fed; spider, butterfly some insects, flies etc. for a few enzymes can be used. In addition, some fruits, grains, fabrics and leather samples found in the house can be examined in the course. Again, a small weather station was established to examine weather events, thermometer, barometer, wind arrow; In addition, hours, scales, liters can be used in many courses such as calendar set. Baymur states that it can be used as a sand table or pool for children to plan and map in order to give them the ability to plan and map. While explaining the

fact that models and plates provide the elements that are not in the environment in which they are not present, he explains that many tools such as cinema films, propulsion devices (episcope, diaskop, epidiyaskop) will be used in the course as visual tools. However, Baymur stated that there are drawbacks to using a lot of tools within the scope of the course, has announced *"The use of teaching tools in lessons in a good way, not with the number of these tools; they should be measured in the manner in which they should be appropriate for the subject."*

Baymur considers the evaluation of life study. However, it emphasizes that what is taught for evaluation needs to be transformed into behavior. The course emphasizes that if children are concerned about the importance of clean air for health, children should frequently make classroom ventilation a behavior.

5. Conclusion, Discussion and Recommendations

Considering that education is the aim of self-knowledge and adaptation to the environment and society, every lesson that the child will study from the beginning of the school gains importance in this field. Particularly among primary school courses, individual knowledge of life, adaptation to society and environment aims to become a good citizen and the primary objective of the life study course is the center of the course has important tasks. Life study is a course created in 1926 within the scope of collective education. Although changes and revisions have been made in the process, it can be said that it is essentially based on the 1926 program. As a matter of fact, it is thought that the opinions of the experts who teach the course at that time will guide the understanding of the essence of the course even in the present century. In this context, the views of Fuat Baymur, the education specialist of the period and many who worked in the field of education were discussed.

According to Fuat Baymur; is a work, real, life lesson and is the basis of other courses in primary school. Indeed, Binbaşıoğlu (2003: 11)'s emphasis on the environment when defining the life study course and Sönmez (1996: 2)'s view of proving the natural and social truth supports Baymur's views. Again Karabağ (2009: 4), the definition of the constitution of various disciplines and Türkyılmaz (1969: 141) support the view that life study is the basis of other courses. In this context, the definition of Fuat Baymur is supported by different opinions.

Stating that life study course has many benefits for primary school children, Baymur states that it supports individual's interest, mental and emotional development. These views are supported by Çilenti (1988: 28) and Bektaş (2009: 5). Furthermore, considering that life study course is a life and necessity course, Baymur states that while adapting to the society and the environment, the individual contributes to the learning of the place and the environment where the individual lives. The view of adaptation to society and environment is explained by Binbaşıoğlu (2003: 36); Çilenti (1988: 28) and Akınoğlu (2002: 2). Karabağ (2009: 4) and Karataş and Gökdemir (2000. 88) emphasize that life study course is the basis for primary school courses and that it prepares students for upper circuit courses in the context of relations with other courses. Baysal

(2009: 3) and Toppes (2001: 5-20) also state that individuals develop their citizenship skills.

The definition and benefits of the life study course have many benefits in society. However, in order to achieve the objectives of this course, classroom teachers also have duties, and when Baymur's views are taken as the basis, the teacher should prepare plans instead of ready plans, and know that the environment should benefit from the environment while teaching the subjects. However, with the change of the 2004-2005 education programs in Turkey, the "Ministry of National Education Directive on Planned Execution of Education and Training Studies" was amended in the *Tebliğler Dergisi* numbered 2575 published in 2005. In the 12th article titled "Lesson Plan"; *"In courses with a teacher guide book, the guide book is used instead of the lesson plan. If the teacher needs it, in addition to the plans in the guide books according to the conditions of the school, a lesson plan suitable for the curriculum can be prepared and implemented. The name of the activity applied to the course book or the gain that the activity is related to is written."* based on the phrase "life study books" guide books were published. Because of this situation, teachers stopped making lesson plans. However, in 2018-2019 academic year, this situation was abolished and the distribution of teacher guide books was ended. As a matter of fact, Baymur, who even opposed the ready-made plans for the life study lesson that took his subjects from life, states that this prevents him from thinking and researching the teacher. Karakuş (2012) supports Baymur's views with the finding that the guide books make the teaching profession unqualified and inexperienced the teacher.

Baymur, however, opposes textbooks published throughout the country as a course resource in life study teaching. However, since 2003, the Ministry of Education has been distributing free textbooks within the scope of "Free Books Distribution in Primary Education Project" in Turkey (Bayrakçı, 2005). According to the regulation published in the *Resmi Gazete* No. 22297 published in 1995, the competition is organized in the form of order, purchase, printing and preparation by the private sector. Although later amendments were made to these regulations, the books are still accepted by the Ministry of Education. Stating that this situation is contrary to the nature of life study course, Baymur states that the books constitute questions about which region or place they form. As a matter of fact, in the researches, it is states which classroom teachers think that the life study program should be localized (Hızlı-Alkan, 2016), there are regional differences in achieving the objectives of the program (Sever, 2015; Karaman, 2019), the program ignores the individual diversity and readiness of the program (Türkyılmaz, 2011; Öztürk & Kalafatçı, 2016; Yıldız, 2009). In this context, the view that Baymur opposed in 1957 is currently being implemented by the Ministry of National Education, but this has been shown to be a problem for the life study course. As a matter of fact, it tells how to use written sources such as citizenship books, annuals, guides, brochures, prospects, magazine articles, newspapers, reading subjects, picture books and booklets instead of books.

Stating that life study course is a research, examination and experiment course, Baymur said; as a teaching tool; aquarium, school garden, terrarium, enzectarium,

examination of goods, weather station, sandbox, model plates, visual materials and so on. materials can be used. However, it is important that the tools serve the purpose, not the multiplicity. Finally, it emphasizes that for assessment, the student should not learn the information but turn it into behavior.

In short, Fuat Baymur has been working in different areas of the education system since the first years of life study course. The course provides many insightful information such as definition, benefits, planning, resources and teaching tools that can be used in the course. Moreover, his opinions are supported by the literature even today. Even when presenting criticism in the present, it is illuminating today. As a matter of fact, it is considered that these views should be taken into consideration in order to achieve the objectives of life study course. In addition to the books published by the Ministry of National Education, different sources about the students' environment and the society they live in should be used. Considering that life study course is the basis of the courses in primary school, arrangements can be made regarding that other courses should be organized according to life study course. In addition, research can be conducted according to the opinions of different educational experts who have worked or worked in the field of life study.

About the Author

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