

Comparative Evaluation of Physical Education and Sports Teacher Training
Curriculums in Turkey and Czechia¹

Ahmet Selçuk YEŞİLYURT^{ID}, Kemal GÖRAL^{ID}

DOI: <https://doi.org/10.38021/asbid.1141363>

ORIJINAL ARTICLE

Muğla Sıtkı Koçman
University, Faculty of
Sport Sciences,
Muğla/Türkiye

Abstract

This study compared the Physical Education and Sports Teacher (PEaST) education programs in Turkey and Czechia. In this context, the curricula of Palacky University and Mugla Sıtkı Kocman University PeAS departments were analyzed regarding similarities and differences in the curriculum. According to the findings obtained in the research, in terms of theoretical courses in both curricula, it is seen that the courses on subjects such as anatomy, communication, English, law, psychology, basics of sports, physical education, and sports history, first aid, nutrition, research methods are similar. On the other hand, in terms of applied courses, the similarity of courses on subjects such as gymnastics, team sports, athletics, rhythm training, swimming, defense sports, educational games, and teaching practice emerges. The requirement to graduate from Turkey's PEaST program is at least 240 ECTS and 180 ECTS in Czechia. While the number of elective courses in Turkey is higher than the number of elective courses in Czechia, the rate of compulsory courses is 68.66% in Turkey; In Czechia, it was determined as 60.23%. From this point of view, it can be said that the theoretical and practical course hours are very close to each other in Czechia, but most of the theoretical course hours are in Turkey. As a result, it can be said that some of the introductory courses, both elective and compulsory, in the PEaST programs of both countries show similarities in terms of content, objectives, and achievements of the courses, even if they are under similar or different names.

Anahtar kelimeler: Beden Eğitimi ve Spor, Öğretmen, Karşılaştırmalı Eğitim.

Corresponding

Author: Ahmet Selçuk
YEŞİLYURT
a.selcukyeshilyurt@gmail.com

**Türkiye ve Çekya Beden Eğitimi ve Spor Öğretmeni
Yetiştirme Müfredatlarının Karşılaştırmalı Olarak
Değerlendirilmesi**

Öz

Bu çalışma, Türkiye ve Çekya'daki Beden Eğitimi ve Spor Öğretmeni (BEvSÖ) yetiştirme programlarının karşılaştırılması amacıyla yapılmıştır. Bu bağlamda, Palacky Üniversitesi ile Muğla Sıtkı Koçman Üniversitesi'nin BEvSÖ bölümlerinin öğretim programları, benzer ve farklılaşan yönler bakımından, müfredatta yer alan dersler incelenerek analiz edilmiştir. Araştırmada, Türkiye ve Çekya BEvSÖ programlarındaki mevcut dokümanlar incelenmiştir. Araştırmada elde edilen bulgulara göre, her iki müfredatta yer alan teorik dersler açısından, anatomi, iletişim, İngilizce, hukuk, psikoloji, sporun temelleri, beden eğitimi ve spor tarihi, ilk yardım, beslenme, araştırma yöntemleri gibi konulardaki derslerin benzerliği görülmektedir. Diğer taraftan uygulamalı dersler açısından, cimnastik, takım sporları, atletizm, ritim eğitimi, yüzme, savunma sporları, eğitsel oyunlar, öğretmenlik uygulaması gibi konulardaki derslerin benzerliği ortaya çıkmaktadır. Türkiye'de Beden Eğitimi ve Spor Öğretmenliği programından mezun olma şartı en az 240 AKTS iken Çekya'da 180 AKTS'dir. Türkiye'deki seçmeli ders sayısı Çekya'daki seçmeli ders sayısından fazla, zorunlu derslerin oranları ise Türkiye'de %68,66; Çekya'da ise %60,23 olarak tespit edilmiştir. Diğer taraftan, Türkiye'de BEvSÖ adayı bir öğrencinin program müfredatında yer alan derslerin %75,44'ü teorik eğitim ders saatlerinden meydana gelirken, bu oran Çekya'da %51,23 olarak bulunmuştur. Bu noktadan hareketle, teorik ve uygulama ders saatlerinin Çekya'da birbirine çok yakın oranlarda olduğu, ancak Türkiye'de büyük çoğunluğunu teorik ders saatlerinin oluşturduğu söylenebilir. Sonuç olarak, her iki ülkenin BEvSÖ programlarında yer alan hem seçmeli hem de zorunlu alana özgü bazı temel derslerin benzer ya da farklı isimler altında da olsa içerik, derslerin amaçları ve kazanımları bakımından benzerlik gösterdiği söylenebilir.

Keywords: Physical Education and Sport, Teacher, Comparative Education.

Received:
06.07.2022

Acceptance:
30.08.2022

Online Publishing:
28.09.2022

¹ Note: This study was produced from the master's thesis completed by Ahmet Selçuk YEŞİLYURT at MSKU Institute of Health Sciences, Department of Physical Education and Sports.

Introduction

Physical education, which can affect an individual's future lifestyle, can help make essential connections between emotional, social, and academic development (Kurkova et al., 2010). It is noteworthy that physical education, exercise science, and sports programs have become widespread in the last fifty years. Today's physical educators, exercise scientists, and sports leaders must know how to read scientific and practice-based research. As growth and change continue, this knowledge base will inform professional practice and provide a clearer picture of all individuals across the lifespan in today's society (Wuest and Fiset, 2012).

Quality physical education programs provide defensive benefits for whole-life health, preparation for the physical cores of daily life, and options for leisure use. Physical education supports full participation in the world of work and positive citizenship in meaningful ways. It promotes healthy lifestyles and physical competence, which are the foundation of success in all areas of life (Varja, 2018).

Teaching in the field of physical education is an inherently multidimensional and complex task. Physical education teachers consciously try to achieve various goals. A physical education teacher's duties are to provide students with motor skills and promote cognitive, physical activity, and affective learning (Syrmpas et al., 2017).

Traditional sports teaching approaches in training physical education and sports teachers are being reviewed today. The past and present differences are related to curriculum structure, content and focus, pedagogical approaches, and learning objectives. Physical education and sports teacher training emphasizes a more profound scope of content, such as establishing an expanded curriculum target beyond the time spent engaging in a sport (Pill et al., 2012).

In this context, this study was conducted to analyze and comparatively examine the curricula of Palacky University in Czechia and Mugla Sıtkı Kocman University in Turkey, in terms of similarities and differences, based on the courses in the curriculum.

Method

Research Model

This study examined the curricula in the Physical Education and Sports Teacher training programs of Czechia and Turkey and the courses in the curricula. The model used in the research is the document analysis model. Obtaining data from examining existing records and documents is a

documentary scanning method (Karasar, 2005). In this study, the comparative method was used, and the documentary scanning method was used in the data collection process.

Data Collection Tools

In the research, the websites of Mugla Sitki Kocman University, Faculty of Sports Sciences, Department of Physical Education and Sports Teaching (<http://besogr.mu.edu.tr/>) and Czechia Palacky University (<https://stag.upol.cz/>) were examined. Furthermore, as a result of reviewing the documents in the existing curriculum programs, the data were obtained by the documentary scanning method.

Data Collection Process and Ethical Approval

The data collection process started with the necessary permissions from Muğla Sıtkı Koçman University Faculty of Sport Sciences and Palacky University Faculty of Physical Culture. Then, ethical approval of the research was obtained with the decision of Mugla Sitki Kocman University Health Sciences Scientific Research Ethics Committee dated 30.12.2020 and numbered 54. In the following process, the websites of these institutions were examined, and data were obtained.

Results

The data obtained in this part of the research were presented in tables and graphics, and statistical analyses were also included.

Table 1

Compulsory Courses in Czechia but not in Turkey

Theory lessons	Practical lessons
Education Theory and Methodology	Hiking and Outdoor Activities
Introduction to Management	Ice skating
General Pedagogy	
Sociology	
Sociocultural Kinanthropology	
Basic Law	
Seminar	
Fundamentals of Psychology	
Inclusive Pedagogy	
Anthropomotoric	
General Teachings	
Movement Literacy	
Sports Pedagogy	
Social Pathology and Risk Prevention	
Pedagogical Competence	

(Palacky University, 2021)

Table 2

Compulsory Courses in Turkey but not in Czechia

Theory lessons	Practical lessons
Educational Sociology	Movement Training
Introduction to Education	Community Service Practices
Ataturk’s Principles and History of the Turkish Revolution	Folk dances
Turkish language	
information technologies	
Educational Philosophy	
Education psychology	
Physical Education-Sports Learning and Teaching Approaches	
Motor Development	
Teaching Principles and Methods	
Instructional Technologies	
Exercise Physiology	
Turkish Education History	
Training Theory	
Ethics and Ethics in Education	
Classroom Management	
Skill Learning	
Physical Fitness	
Measurement and Evaluation in Education	
Turkish Education System and School Management	
Special Education and Inclusion	
Organization and Management in Physical Education and Sports	
Adapted Physical Education and Sport	
Guidance in Schools	
Fundamentals of Physical Education and Sport	

(MSKU, 2021).

Table 3

Courses That are Similar in Both Curricula

Theory lessons		Practical lessons	
Czechia	Turkey	Czechia	Turkey
Introduction to Human Anatomy and Physiology	Human Anatomy and Kinesiology	Basic Gymnastics and Elementary Gymnastics	Gymnastics
Communication	Human relations and communication	Ski	Ski
English	English	Basketball	Basketball
Basic Law	Education Law	Volleyball	Volleyball
Fundamentals of Psychology	Education psychology	Handball	Handball
Sports Psychology	Exercise Psychology	Football	Football
Fundamentals of Sports Education	Fundamentals of Physical Education and Sport	Athletics	Athletics
Physical Education History	Physical Education and Sports History	Rhythm Training	Rhythm Education and Dance
First aid	Health Information and First Aid	Swimming	Swimming
Physical Education for Health	Exercise Programming for a Healthy Life	Defense Sports	Defense Sports
Nutrition in Sports	Exercise and Nutrition	Action Games	Educational Games
Physical education	Physical Education and Sports Teaching	Application in the Education Process	Teaching Practice
Empirical Research Methodology	Research Methods in Education		

When the courses in both curricula are examined, in terms of theoretical classes, lectures on subjects such as anatomy, communication, English, law, psychology, basics of sports, physical education and sports history, first aid, nutrition, and research methods are similar. On the other hand, in practical lessons, the similarity of the lessons in subjects such as gymnastics, team sports, athletics, rhythm training, swimming, defense sports, educational games, and teaching practice emerges.

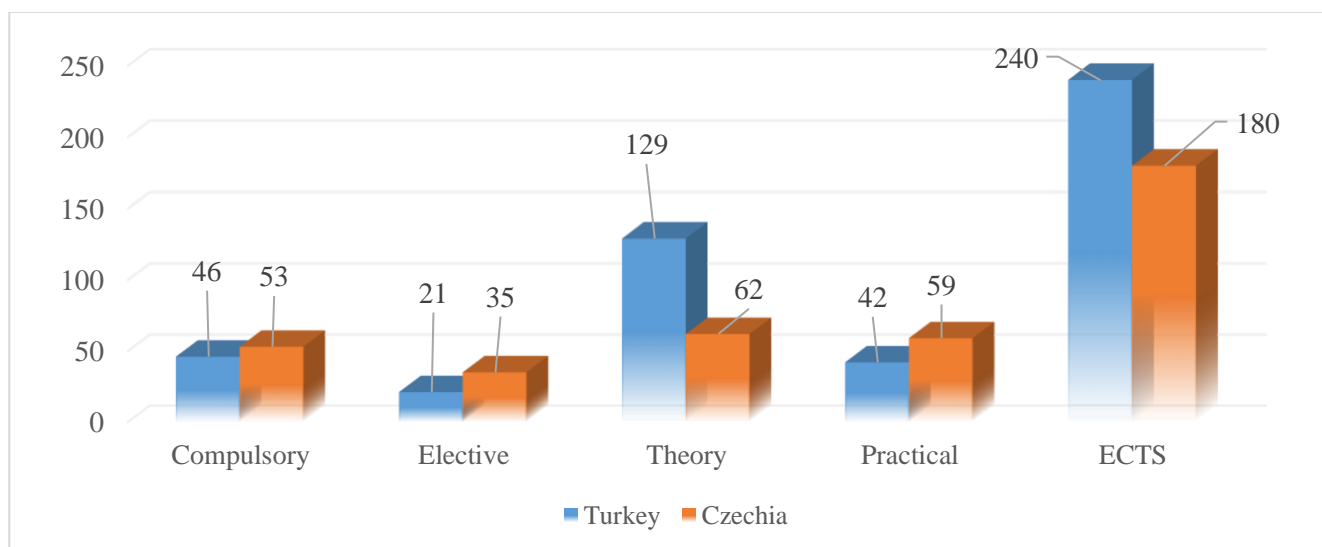
While Human Anatomy and Physiology are discussed at Palacky University, the Human Anatomy course is taken together with Kinesiology in Turkey; Exercise Physiology is taken as a separate course. When the courses in the field of psychology in both curricula are examined, it is seen that there are courses called Fundamentals of Psychology and Sports Psychology at Palacky University, while Educational Psychology, Child Psychology, and Exercise Psychology courses are available in Turkey.

Table 4

Physical Education and Sports Teaching Undergraduate Program Course Distribution in Turkey and Czechia

	Compulsory	%	Elective	%	Theory	%	Practical	%	ECTS
Turkey	46	%68,66	21	%31,34	129	%75,44	42	%24,56	240
Czechia	53	%60,23	35	%39,77	62	%51,23	59	%48,77	180

(YÖK, 2018; Palacky University, 2021).



Graph 1. Comparison of the course distributions of the Physical Education and Sports Teaching Undergraduate Program

While students are required to receive 240 ECTS after graduating from the Physical Education and Sports Teacher training program in Turkey, this number is 180 ECTS in Czechia. When both programs are compared, differences and similarities emerge regarding the names and contents of

elective and compulsory courses. Even though the names and contents of some courses are not the same, they show a certain similarity in terms of the objectives and achievements of the courses. For example, the content of the courses we encounter under the name of pedagogy courses in Czechia is encountered under the name of education courses in Turkey.

It has been determined that most of the courses in which both programs are similar are applied for courses. In addition, it has been concluded that some courses are identical in content, although they are different names. For example, the equivalent of the “Teaching Practice” course in Czechia, which aims at gaining experience for physical education teacher candidates, appears as the “Practice in the Educational Process” course. Even though their names are different, the aim of both courses is in the same direction.

On the other hand, some courses differ sharply from each other in terms of both title and content. For example, in Czechia, there are courses such as anthropometrics and sociocultural kinanthropology that have no equivalent in Turkey. In the Physical Education and Sports Teacher training program in Czechia, it is seen that the courses in the field of movement and training sciences are given more priority than in Turkey. On the other hand, the distinctiveness of courses such as skill learning and motor development is striking in Turkey.

Discussion and Conclusion

This comparative education study aims to reveal the similarities and differences in Physical Education and Sports Teacher training programs in Turkey and Czechia through two universities. According to the findings obtained in the research, In terms of ECTS, to graduate from the Physical Education and Sports Teacher training program, students must collect at least 240 ECTS in Turkey and 180 ECTS in Czechia. Furthermore, in Turkey, 68.66% of all courses that a candidate physical education and sports teacher must take during their four-year education are compulsory courses, 31.34% are elective courses; In Czechia, 60.23% of all courses required to be taken during his three-year education are compulsory courses, and 39.77% are elective courses.

While 75.44% of the courses in the program curriculum of a Physical Education and Sports Teacher candidate in Turkey consist of theoretical education course hours, this rate has been determined as 51.23% in Czechia. In this context, it can be said that the theoretical and practical course hours are close to each other in Czechia, but most of them in Turkey are theoretical course hours.

According to other findings obtained in the research, It is observed that the courses in both curricula are similar in terms of theoretical classes, anatomy, communication, English, law,

psychology, basics of sports, physical education and sports history, first aid, nutrition, research methods. Furthermore, in terms of applied courses, the similarity of courses in subjects such as gymnastics, team sports, athletics, rhythm training, swimming, martial arts, educational games, and teaching practice is striking.

With the introduction of physical education teacher education (PETE) teacher candidates to higher education institutions, their teaching and learning processes became clear. Physical education and teaching students start their studies with the practices of teachers in schools as well as their school experiences. Research shows that the lived-experience effect of physical education at school is more effective in physical educators' final practice than in physical education teachers' training process (Pill et al., 2012).

Behestani (2016) examined the training of Physical Education and Sports Teachers in Turkey, Azerbaijan, and Iran. Considering the courses within the body of physical education and sports teacher training programs in Turkey, Iran, and Azerbaijan, it has been determined that there are many courses with a common name and scope in all three countries. In addition, when the courses in the physical education and sports teacher training program in higher education institutions in Iran are evaluated, Courses such as “The Supreme History of Islam and Commentaries,” “Islamic Thoughts,” and “The Method of Birth Control” draw attention. In Azerbaijan, it has been determined that there are different courses such as “Sociology,” “Economics,” “Psychology,” and “Mathematics and Physics.”

In Imamli's (2015) study, which examined the physical education and sports teacher training curriculum in France and Turkey, 240 ECTS credits must be collected to complete the Physical education and sports teacher training program in Turkey, while the undergraduate education period in France is three years. Furthermore, while 60 ECTS must be collected annually in France, there is a master's degree requirement for the teaching program. Therefore, in addition to the ECTS credits collected during the undergraduate period, 120 ECTS credits must be collected at the graduate level. At this point, he states that 300 ECTS credits must be completed to graduate from France's physical education and sports teacher training program.

According to Efe's (2010) study, when evaluated in terms of Physical Education and Sports Teaching curriculum, there is not a single type of curriculum in Austria as in Turkey. On the other hand, while internship practices in Turkey take place in public schools affiliated with the Ministry of National Education, Austria also stated that it could be done in social and cultural institutions in the public and private sectors.

Harmandar (2008), in his study titled “*Comparison of Physical Education and Sports Teacher Training Programs in England, Greece and Bulgaria from the European Union Member States and Turkey*,” the education period in the physical education and sports teacher training programs of Turkey, England, Greece and Bulgaria are four years. According to the study, compulsory courses constitute 87.3% of the courses in the program in Turkey and 79.2% in the University of Tharace Democritus. On the other hand, elective course rates are 12.7% in Turkey; 63.9% at Loughborough University; It was determined as 20.8% at Tharace Democritus University.

Duran (2019) compared the syllabuses and entrance exams of the departments that graduated Physical Education and Sports Teachers in Turkey and Finland. In the light of the data obtained, a difference was found between universities in Turkey and the University of Jyväskylä in Finland in terms of the curriculum in terms of field education, vocational knowledge, and the necessity of postgraduate education for teaching in Finland.

Uğraş and Güllü (2019) evaluated the views of teachers on the adequacy of physical education and sports teaching departments. They claimed that the number of instructors conducting undergraduate courses was not maximum, and they remained low in terms of proficiency in some classes. In addition, physical education teachers stated that physical education and sports teaching departments have problems regarding facilities and social opportunities. Finally, Veloo and Ali (2016) tried to identify the difficulties of physical education teachers in practice with school-based assessment. School-based assessment has previously been partially implemented in Malaysia. This study discusses the situation of school-based assessment in physical education because this subject covers physical application aspects as well as theoretical.

Lee (2013) compares and explains the knowledge base for physical education teaching in Physical Education Teaching programs in England and Korea from the 1960s to the present. It was concluded that there is a gap between the knowledge base in physical education teaching and the knowledge requirements for physical education teaching in schools. Therefore, it has been proposed to develop special units based on learning, teaching, and philosophical models in physical education teaching and suitable for inclusion in the academic and scientific culture of the university.

Quennerstedt (2019) focused on transformative learning and teaching in physical education and sports pedagogy by examining the art of physical education and teaching. The study argues that the only authentic, sustainable purpose of physical education, the different ways of existing as one in the world, is possible with more physical education. To achieve the stated goal, it is vital to focus on the art of teaching as a way of critically examining and designing transformative and truly pluralistic physical education practices.

According to the research results, In terms of ECTS, the Physical Education and Sports Teacher training program in Turkey, which consists of eight semesters and 240 ECTS, covers a more extended period than the program in Czechia. The compulsory courses in Turkey's Physical Education and Sports Teacher training program are more than the program in Czechia. The program's theoretical and practical course hours are close to each other in Czechia. In Turkey, the majority of the theoretical education course hours constitute.

It is seen that there are similarities in terms of some theoretical (anatomy, communication, English, law, psychology, basics of sports, physical education and sports history, first aid, nutrition, research methods) and applied courses (gymnastics, team sports, athletics, rhythm education, swimming, martial arts, educational games, teaching practice) in both curricula.

As a result, it was concluded that some of the field-specific elective and compulsory core courses in the curricula of both countries are similar and that some classes are identical in terms of content, objectives, and achievements of the courses, albeit under different names.

Statement of Researchers' Contribution Rates

Both authors contributed equally to the transformation of the research into an article.

Conflict Statement

There was no statement of conflict between the authors regarding the research.

References

- Behestani, M. M. (2016). *Bazı İslami ülkelerde beden eğitimi ve spor öğretmeni yetiştirme: Türkiye, Azerbaycan ve İran örneği*. Yayınlanmamış Doktora tezi, Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Beden Eğitimi ve Spor Öğretmenliği Anabilim Dalı, Ankara.
- Duran, C. (2019). *Türkiye ve Finlandiya'da beden eğitimi ve spor öğretmeni yetiştiren bölümlerin ders programları ve giriş sınavlarının karşılaştırılması*. Yayınlanmamış Yüksek Lisans tezi, Bartın Üniversitesi, Eğitim Bilimleri Enstitüsü, Beden Eğitimi ve Spor Öğretimi Ana Bilim Dalı, Bartın.
- Efe, A. R. (2010). *Avusturya ve Türkiye'de beden eğitimi ve spor öğretmenliği ve antrenörlük eğitimi müfredatlarının karşılaştırılması*. Yayınlanmamış Yüksek Lisans tezi, Sakarya Üniversitesi, Sosyal Bilimler Enstitüsü, Beden Eğitimi ve Spor Öğretmenliği Ana Bilim Dalı, Sakarya.
- Harmandar, D. (2008). *Avrupa Birliğine üye ülkelerden İngiltere, Yunanistan ve Bulgaristan ile Türkiye'deki beden eğitimi ve spor öğretmeni yetiştirme programlarının karşılaştırılması*. Yayınlanmamış Yüksek Lisans tezi, Sakarya Üniversitesi, Sosyal Bilimler Enstitüsü, Beden Eğitimi ve Spor Öğretmenliği Ana Bilim Dalı, Sakarya.
- İmamalı, H. (2015). *Fransa ve Türkiye'nin beden eğitimi ve spor öğretmeni yetiştirme ders programlarının karşılaştırılması*. Yayınlanmamış Yüksek Lisans Tezi, Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Beden Eğitimi ve Spor Öğretmenliği Ana Bilim Dalı, Ankara.
- Karasar, N. (2005). *Bilimsel araştırma yöntemi*. Nobel Yayın Dağıtım.

- Kurkova, P., Scheetz, N., & Stelzer, J. (2010). Health and physical education as an important part of school curricula: A comparison of schools for the deaf in the Czech Republic and the United States. *American Annals of the Deaf*, 155(1), 78-95. DOI: 10.1353/aad.0.0132
- Lee, C. H. (2013). *The knowledge base for physical education teacher education (PETE): A comparative study of university programmes in England and Korea*. PhD thesis, University of Bedfordshire, United Kingdom.
- MSKÜ (Mugla Sitki Kocman University). (2021, 20 October). Retrieved from <http://besogr.mu.edu.tr/> on 20.10.2021.
- Quennerstedt, M. (2019). Physical education and the art of teaching: transformative learning and teaching in physical education and sports pedagogy. *Sport, Education and Society*, 24(6), 611-623. DOI:10.1080/13573322.2019.1574731
- Palacky University (2021, 20 October). Retrieved from <https://stag.upol.cz/> on 20.10.2021.
- Pill, S., Penney, D., & Swabey, K. (2012). Rethinking sport teaching in physical education: A case study of research based innovation in teacher education. *Australian Journal of Teacher Education*, 37(8), 117-138. Doi: 10.14221/ajte.2012v37n8.2
- Syrmpas, I., Digelidis, N., Watt, A., & Vicars, M. (2017). Physical education teachers' experiences and beliefs of production and reproduction teaching approaches. *Teaching and Teacher Education*, 66,184-194. Doi: 10.1016/j.tate.2017.04.013
- Uğraş, S., & Güllü, M. (2019). Beden eğitimi öğretmenliği bölümlerinin yeterliliği ile ilgili öğretmen görüşleri. *Anemon Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, 7(2), 57-65. Doi: 10.18506/anemon.429116
- Varja, E. (2018). *The importance of quality physical education for a developing country: Case study of physical education teacher training in Tanzania*. Master's Thesis, University of Jyväskylä, Finland.
- Veloo, A., & Ali, R. (2016). Physical education teachers challenges in implementing school based assessment. *International Review of Management and Marketing*, 6(8), 48-53. Retrieved from <https://www.econjournals.com/index.php/irmm/article/view/3909>
- Wuest, D., & Fiset, J. L. (2012). *Foundations of physical education, Exercise Science and Sport*. McGraw Hill, New York.
- YÖK (2018, 20 October). *Beden Eğitimi ve Spor Öğretmenliği Lisans Programı*. Yükseköğretim Kurulu Başkanlığı Yayınları, Ankara. Retrieved from https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Yeni-Ogretmen-Yetistirme-Lisans-Programlari/Beden_Egitimi_ve_Spor_Ogretmenligi_Lisans_Programi.pdf on 20.10.2021.



This paper is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).