Journal of Qualitative Research in Education
Eğitimde Nitel Araştırmalar Dergisi

Influential Educators of the History of Turkish Education through the Evaluations of the Pre-service Teachers: A Profile Study

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To cite this article:

Yazıcı, S., (2025 Influential Educators of the History of Turkish Education through the Evaluations of the Pre-service Teachers: A Profile Study. *Journal of Qualitative Research in Education*, 32-59. Doi: 10.14689/enad.41.1895

Abstract

The study aimed to examine the leading educators of the History of Turkish Education and their influential characteristics through the evaluations of teachers and to reveal an educator profile on a historical basis. With reference to the qualitative research, a phenomenology design pursuing to understand human experience was used in the study. The study group was determined using criterion sampling related to purposive sampling, consisting of 36 pre-service teachers who took the History of Turkish Education course from the researcher and prepared the reports in accordance with the criteria in the fall semester of the 2022-2023 academic year. The pre-service teachers' reports, including information about the phenomenon that had aimed to be investigated, were used as the data collection tool. The data were analysed through the content analysis method. When the pre-service teachers' evaluations were examined, specific properties of influential educators were identified. They were their personality, educator qualifications, level of recognition, ideas beyond the time, scientific aspects, being well-known and guiding, religious qualifications, political aspects, farsightedness, and being progressive. These properties contributed to presenting an influential educator profile during the historical process.

Keywords: Influential educator, Pre-service teacher, History of Turkish Education, Properties of educator

About the Article

Submitted date: Jan. 05, 2024
Revised Date: Jan. 05, 2025
Accepted Date: Jan. 28, 2025

Article Type:
Review

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Introduction

The major goal of the studies on the history of education is to reveal the views, institutions, and practices of education developed by different countries and to analyse their systems to train people (Akyüz, 2004). A related discipline, history, tries to turn historical events into a concrete reality by dealing with rulers, clergy, scientists, artists, commanders, or heroes who influenced humanity and society, and it does not deal with every event and person in the past (Oruç, 2019). The history of education aims to reveal the progress and needs of different periods and to describe the emotions of that age by researching the personalities and societies (MacMillan, 2017). Understanding these people who left their mark on history and made innovations (Bektaş, 2020), and who were nourished by different sources of ideas and lived in different social and political environments, will help understand the historical periods (MacMillan, 2017; Tokdemir, 2017).

Historical biographies are tools that make the social and cultural characteristics of the periods clearer and more understandable, facilitate the transfer of events and characteristics of the periods, and assist the analyses of historical periods (Oruç, 2019). Such biographies are frequently employed in the education of history to contribute to the understanding of various approaches and periods (Elban, 2018). These biographies also facilitate understanding their societal roles (Deniş Çeliker and Erduran Avcı, 2015). This is because learning about the lives and actions of these individuals provides students with a deeper understanding of the events and their historical context. Studying the biographies of historical figures who played an active role in significant events is also very influential in making students' knowledge permanent (Deniz, 2011; 37). Presenting biographies prepared in line with scientific principles to students will provide an opportunity for evaluation using historical thinking skills, which is one of the main purposes of history teaching (Dere and Ülker, 2022). Identifying important characteristics of historical figures will concretize knowledge (Avcu and Çelik, 2022). The achievements of these people, the difficulties they faced, their perseverance, and their determination to overcome them will affect students' role modeling (Arıcı, 2020).

The addition of Turkish History of Education to the programs of education faculties aims to contribute to the awareness about the changes and development in education from past to present based on historical accumulation. Pre-service teachers can make their research and evaluation processes more active by examining their professional development on a historical basis. Furthermore, by approaching professional developments from a historical perspective, pre-service teachers will be able to relate to and discuss past and current events. When all these are considered, it is understood that merely transferring information should not be the sole goal of the course (Arıkan, Ünver and Süzer, 2007).

Studies on the history of Turkish education courses are not very frequent. The existing studies deal with the content and significance of the course (Arıkan, Ünver and Saraç

Süzer, 2007; Erdem, 2013), student attitudes towards the course (Akhan and Altıntaş, 2019; Güçlü and Bozgeyikli, 2016; Kamer and Şimşek, 2016), constructing perceptions and expectations about the course (Şahin, Ellez, and Günter, 2007), and its effects on skill development (Karagöz, 2020). There are studies on leading historical figures. These studies deal with the coverage of the historical figures in textbooks (Dere and Ülker, 2021), relationships between history and education (Elban, 2018), creating images (Bektaş and Şeker, 2020), using historical figures to provide role models for students (Faiz and Karasu Avcı, 2019), and to reinforce the sense of citizenship among students (Karagözoğlu, 2018). However, there is no study on Turkish educators as historical figures. It is thought that a study on educators will both contribute to the perception and meaning of historical periods and reveal impressive educator profiles. Therefore, the study attempts to determine the leading educators and their impressive characteristics through the evaluations of pre-service teachers and to answer the following research questions:

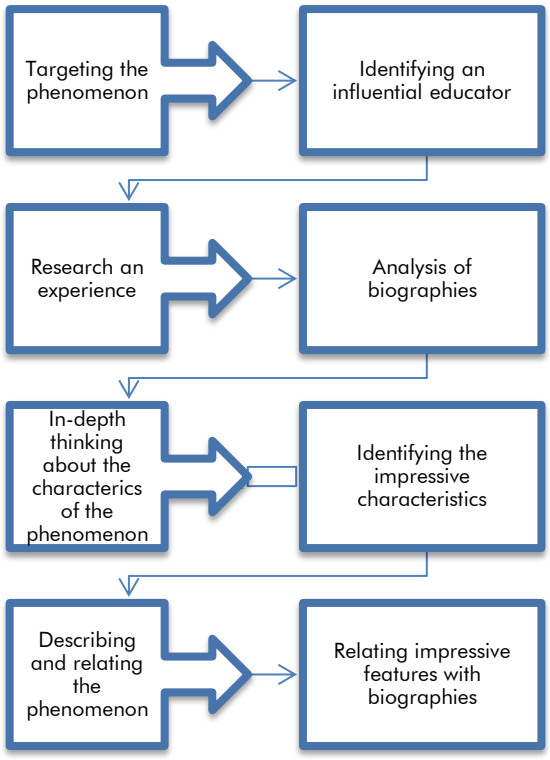
- Who are the influential educators of the Turkish-Islamic period, and what are their characteristics?
- Who are the influential educators of the classical period, and what are their characteristics??
- Who are the influential educators of the modernist period, and what are their characteristics?
- Who are the influential educators of the early Republic period, and what are their characteristics?
- What are the profiles of these leading educators?

Method

Phenomenology design, one of the qualitative research methods, was used in the study. The main characteristic feature of phenomenology, which emerged from a philosophical movement with the aim of "understanding human experience," is to make sense of "experience." Therefore, phenomenological research is a method that aims to focus on the "phenomenon" to be researched, to reveal Participants' perceptions and perspectives on this phenomenon, how they make sense of it, how they experience it, and how they describe these experiences. From this point of view, it will be ensured that pre-service teachers produce knowledge through the phenomena they experience in the History of Turkish Education course and analyze this knowledge through the basic meanings and experiences of their own understanding (Tekindal and Uğuz Arsu, 2020). Through this process the characteristics of influential educators are uncovered. The phenomenological research steps developed by Miller (2003) were used in the study. These are research, description, and attribution. These steps are shown in Figure 1.

Figure 1

Phenomenological Research Steps



The steps of phenomenological research, as shown in Figure 1, are as follows:• Research: Addressing a phenomenon of interest and attention and examining biographies to uncover lived experience

•Description: Identifying impressive traits by reflecting on the themes that characterize the phenomenon from biographies

•Relating: Relating the reasons why the phenomenon is impressive based on biographies.

Participants

Participants of the study were 45 pre-service teachers attending a teaching training program at Afyon Kocatepe University during the fall semester of the academic year of 2022-2023. They were between 20 and 22 years old. Of them 27, were female and 18 males. They were identified using the criterion sampling technique, which is part of the purposeful sampling method. Therefore, participants had to meet certain criteria to take part in the study (Yıldırım and Şimşek, 2013). The criteria used in the sampling were taking the Turkish History Education course from the researcher and subbmitting a report on the course. Only those who met these two criteria were included in the study.

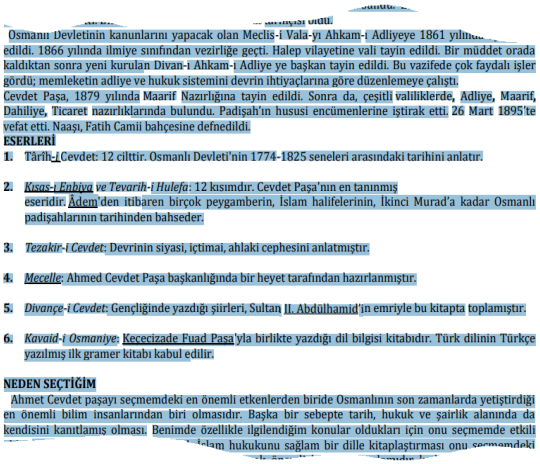
Data Collection Tools

The Turkish Education History lesson reports of preservice teachers were accepted as a data collection tool. In this type of analysis, written materials containing information about the targeted phenomenon or phenomena are evaluated (Yıldırım and Şimşek, 2013). Documents that may contain personal or public records are valuable data sources for qualitative research (Creswell, 2013). In the data collection process, the 14-week Turkish Education History course subjects were grouped under the titles of political, social, and cultural characteristics. For this purpose, three textbooks written on the History of Turkish Education were examined. As a result, the main periods were identified as the acceptance and spread of Islam, the establishment and rise of the Ottoman Empire, the Tanzimat and Constitutional Monarchy, the War of Independence and the transition to multi-party life. After the review by an expert on the history of education, these were divided into the following four periods: the Turkish-Islamic Period, the Classical Period, the Modernist Period and the Early Republic Period. Then the pre-service teachers selected as Participants of the study were asked to do research about the educators who lived in the relevant periods, write their biographies, and express the features they found impressive. The outcome of their writing assignment was submitted as reports. A total of 89-page reports were obtained from 36 participants. From these reports, the sections in which the impressive characteristics of the educators were given were analysed to gather the data.

Below are the parts of the reports submitted by Participants PT34 and PT25 that were used for data collection (Figure 2).

Figure 2

Interview forms with Participants PT34 and PT25



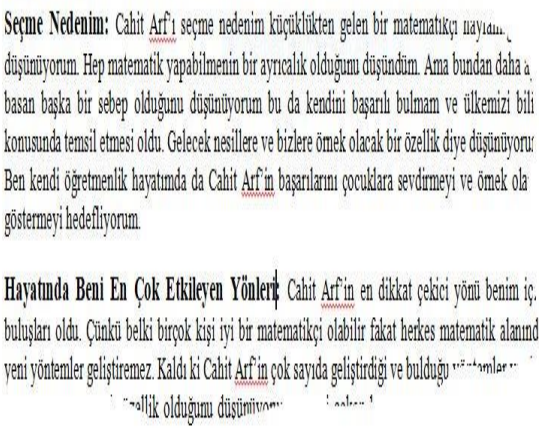
Osmanlı Devletinin kanunlarını yapacak olan Meclis-i Vala-yı Ahkam-i Adliyeye 1861 yılın... edildi. 1866 yılında ilmiye sınıfından vezirliğe geçti. Halep vilayetine vali tayin edildi. Bir müddet orada kaldıktan sonra yeni kurulan Divan-ı Ahkam-ı Adliye ye başkan tayin edildi. Bu vazifede çok faydalı işler gördü; memleketin adliye ve hukuk sistemini devrin ihtiyaçlarına göre düzenlemeye çalıştı.
Cevdet Paşa, 1879 yılında Maarif Nazırlığına tayin edildi. Sonra da, çeşitli valiliklerde, Adliye, Maarif, Dahiliye, Ticaret nazırlıklarında bulundu. Padişah'ın hususi encümenlerine iştirak etti. 26 Mart 1895'te vefat etti. Naaşı, Fatih Camii bahçesine defnedildi.

ESERLERİ

1. Tarih-i Cevdet: 12 cilttir. Osmanlı Devleti'nin 1774-1825 seneleri arasındaki tarihini anlatır.
2. *Kısas-ı Enbiya ve Tevarih-i Hulefa*: 12 kısımdır. Cevdet Paşa'nın en tanınmış eseridir. Âdem'den itibaren birçok peygamberin, İslam halifelerinin, İkinci Murad'a kadar Osmanlı padişahlarının tarihinden bahseder.
3. *Tezakir-i Cevdet*: Devrinin siyasi, içtimai, ahlaki cephesini anlatmıştır.
4. *Mecelle*: Ahmed Cevdet Paşa başkanlığında bir heyet tarafından hazırlanmıştır.
5. *Divançe-i Cevdet*: Gençliğinde yazdığı şiirleri, Sultan II. Abdülhamid'in emriyle bu kitapta toplamıştır.
6. *Kavaid-i Osmaniye*: Kececizade Fuad Paşa'yla birlikte yazdığı dil bilgisi kitabıdır. Türk dilinin Türkçe yazılmış ilk gramer kitabı kabul edilir.

NEDEN SEÇTİĞİM

Ahmet Cevdet paşayı seçmemdeki en önemli etkenlerden biride Osmanlının son zamanlarda yetiştirdiği en önemli bilim insanlarından biri olmasıdır. Başka bir sebepte tarih, hukuk ve şairlik alanında da kendisini kanıtlamış olması. Benimde özellikle ilgilendiğim konular oldukları için onu seçmemde etkili ...lam hukukunu sağlam bir dille kitaplaştırması onu seçmemdeki



Seçme Nedenim: Cahit Arf'ı seçme nedenim küçüklükten gelen bir matematikçi hayalim... düşünüyorum. Hep matematik yapabilmenin bir ayrıcalık olduğunu düşündüm. Ama bundan daha a... basan başka bir sebep olduğunu düşünüyorum bu da kendini başarılı bulmam ve ülkemizi bili... konusunda temsil etmesi oldu. Gelecek nesillere ve bizlere örnek olacak bir özellik diye düşünüyoru... Ben kendi öğretmenlik hayatımda da Cahit Arf'in başarılarını çocuklara sevdirmeyi ve örnek ola... göstermeyi hedefliyorum.

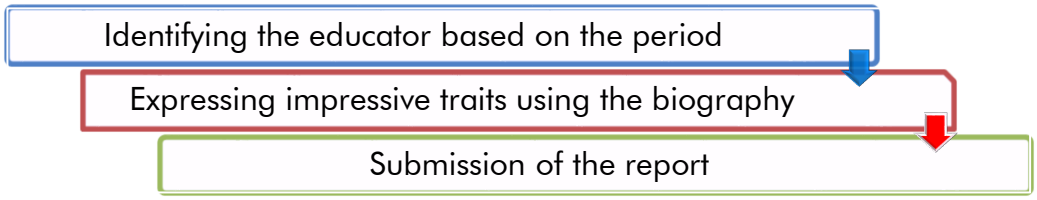
Hayatında Beni En Çok Etkileyen Yönleri: Cahit Arf'in en dikkat çekici yönü benim iç... buluşları oldu. Çünkü belki birçok kişi iyi bir matematikçi olabilir fakat herkes matematik alanınd... yeni yöntemler geliştiremez. Kaldı ki Cahit Arf'in çok sayıda geliştirdiği ve bulduğu ...temler... ...lik olduğunu düşünüyo...

Data Analysis

As mentioned above, the data collected were examined using the content analysis. In the analysis, impressive traits of the educators cited by participants were identified. These traits were then coded. They were put under different categories to uncover some concepts related to them (Tavşancıl and Aslan, 2001, s.22). The inclusion criteria were identified to ensure the content validity of the analysis (figure 3). These are given as follows:

Figure 3

Inclusion Criteria



The data collected were analysed and it was found that six participants could not develop a connection between the biography they submitted and the reasons for identifying leading educators. Additionaly three participants did not submit their reports until the submission deadline. Therefore, 36 reports prepared by participants were included in the data analysis process. Participants were numbered and coded as PT1, PT2…PT36. Each report was read, and the related sections were identified.

Validity and Reliability

The author herself checked the accuracy of the research findings, controlling both the data analysis and data collection process (Creswell and Miller, 2000). However, conducting the research by a single person may cause the possibility of reaching different conclusions based on the collected data and making some subjective assumptions. This may have a negative impact on the degree to which the results represent reality (Yıldırım and Şimşek, 2013). In order to avoid these negative conditions a participation confirmation process was adopted. It is generally used to achieve reliability and involves the work of a participant group to confirm or reject the data accuracy and interpretation accuracy (Creswell and Miller, 2000). Through this process, the researcher will be able to avoid personal experiences and prejudices due to the nature of phenomenological research (Creswell, 2013). Therefore, the participant group actively participated in both the data collection process and analysis and in verifying the accuracy of interpretations and conclusions. During the process the following activities were carried out:

•The data collected from each participant were summarized and evaluated, and then themes were created.

• Participants were given an opportunity to review the data and add or edit more information if they wanted.

• Participants checked the accuracy and completeness of the analyses.

However, this technique has some disadvantages which may have negative effects on the accuracy and consistency of the findings (Başkale, 2016). In order to avoid such problems, participants were divided into nine groups with four persons. The groups were asked to analyse and discuss the consistency between codes and themes and the accuracy of the interpretations within one class hour (Candela, 2019). Reliability across codes was calculated using Miles and Huberman's (1994:64) formula: [reliability=Agreement/(Agreement+Disagreement)]. The reliability coefficient was found to be .89.

Findings

In this section, the findings regarding the data obtained as a result of the analyses are discussed in terms of frequency. Tables containing these frequencies are presented. This section also provides direct reports from participants.
The findings about the views of participants regarding the leading educators of the period during which Turks adopted Islam are presented in Table 1.

Table 1.

Leading Educators of the Turkish Islamic Period

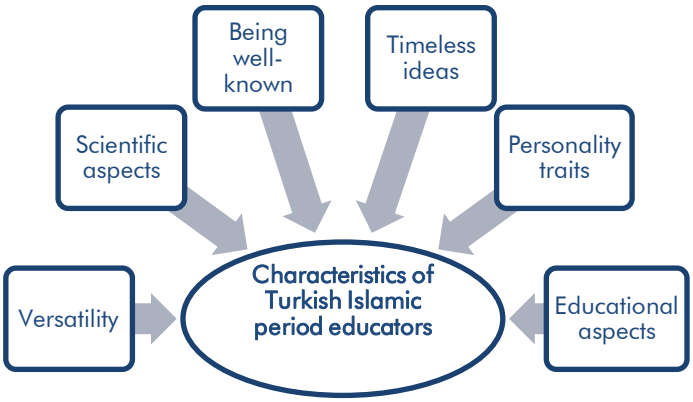
	Educators	Frequency	Participants
Turkish Islamic Period	Farabi	8	PT1, PT9, PT14, PT16,PT17, PT21, PT25, PT27
	İbn-i Sina	14	PT2, PT4, PT7, PT8, PT11, PT12, PT13, PT18, PT22, PT23, PT26, PT31, PT32, PT34
	Ghazali	8	PT3, PT10, PT15,PT19, PT24, PT29, PT33, PT36
	Hoca Ahmet Yesevi	5	PT5, PT20, PT28, PT30, PT35
	Mevlana	1	PT6
Total	**5**		**36**

As can be seen in Table 1, participants provided the following figures as the leading educators of the Islam period: İbn-i Sina (f=8), Farabi and Ghazali (f=8), Hoca Ahmet Yesevi (f=5), and Mevlana (f=1).

The categories developed from participant views about the influential characteristics of the leading educators of the Turkish Islamic Period are given in Figure 4.

Figure 4.

Categories on the Influential Characteristics of the Leading Educators in the Turkish Islamic Period



In Figure 4, the influential characteristics of the prominent educators of the Turkish Islamic period are given. The pre-service teachers emphasised the educators' educational features, personality traits, being well-known, timeless ideas, scientific aspects, and versatile features.

Those cited in terms of their educational aspects include İbn-i Sina, Farabi, and Ghazali. Their significant educational views were reported as follows: mentioning a certain age to start formal education, emphasizing childhood period as a special period, the role of toys and games in education, the responsibilities of parents and teachers in education, the necessity to consider certain teaching principles in education, and the significance of moral development in childhood period.

One of participants, PT7, was affected by İbn-i Sina's view that children should start formal education at age six and reported *"…(he was) the founding figure of the pre-school education…"*. Another participant, PT3, emphasized Ghazali's reference to the childhood and stated *"…he managed to label this period as a distinct developmental period…"*. Participant PT19 mentioned the significance attached by Ghazali to the childhood period in personality development. Ghazali's view that both parents and schools were significant in education was given as an impressive educational approach by participant PT29. The report of PT2 who emphasized the view of İbn-i Sina about the significance of games in learning as a necessity, was as follows: *"…Today, the importance and role of play in children's learning, especially in pre-school education, is obvious. İbn-i Sina expressed this view quite well…."*. Farabi's opinion that the principle of from easy to difficult should be used in teaching influenced PT1. Participant PT14 stated that Farabi saw education as the source of happiness and made the following statement: *"Farabi stated that we can find happiness by doing good, and he based*

happiness on knowledge and education." İbn-i Sina's view that moral education should be given importance at a young age influenced PT13 who stated *"…It is impressive that he identified three principles in this regard: self-discipline, avoiding lies, and avoiding bad deeds. …"*. Ghazali's ideas, pointing out the importance of the child's moral education, influenced PT33, and for this participant, Ghazali's following view is in line with today's pedagogical understanding: When a child's good behaviour regarding good morals is observed, it should be appreciated and rewarded to make the child happy. İbn-i Sina's statement that children should acquire a profession in line with their tastes and abilities is impressive for PT8. Additionally, his views about ideal teachers are impressive for Participants PT12 and PT16. Of them, PT12 reported the following: *"…(for İbn-i Sina) a teacher has responsibilities such as being smart, loving his students, doing his job with pleasure, exhibiting moral behavior that will set an example for the students, being clean and tidy, and knowing the rules of etiquette…"*.

Participants also cited the personality traits of the leading educators of the period as impressive points. İbn-i Sina, Hoca Ahmet Yesevi and Farabi were found impressive by participants due to their success, intelligence, foresight, humility, openness to learning, and productivity, as well as their ability to cope with difficulties. Participant PT2 explained it as follows: *"İbn-i Sina's success is his superior intelligence, achieving great things at a young age, and his foresight."* Participant PT21 stated that he was impressed by Ibn Sina's determination and intelligence. Another participant, PT4 evaluated Ibn Sina's ability to produce ideas despite the lack of resources compared to today as an indication that he was a real genius. Participant PT20, who found it impressive that Hoca Ahmet Yesevi struggled with difficulties, stated that it was impressive that he managed to improve himself despite losing his family at a young age. Finding Farabi's determination to learn under difficult conditions impressive, participant PT24 stated that he worked as a gardener in Damascus, and even while doing this, he continued to study using candlelights and constantly read and wrote and that he continued to read and write at every opportunity, no matter what the circumstances. Another participant, PT27 reported that Farabi's modesty was impressive for him.

One of the study's findings is that the participants admire how the leading educators of the period remain well-known to this day. In this regard they cited İbn-i Sina, Hoca Ahmet Yesevi, Mevlana, Farabi, and Ghazali. Participant PT4 said that he was impressed by İbn-i Sina's respect even today and said that Farabi is still remembered with respect, and his works are used not only in the region where he lived but all over the world. Participant PT6 argued that Mevlana's philosophy and views are timeless and known all over the world. He stated that it is impressive that Mevlana's views and approach are still used in today's world. Farabi impressed both PT8 and PT14 due to being a pioneer in different fields. Naming some institutions after the leading educators impressed Participant PT5, and she stated she was a graduate of Eskişehir Hoca Ahmed Yesevi Anatolian High School. She realized that although she never knew him through such an assignment, she began to have some information about him. Regarding Ghazali, who was the teacher at the Nizamiye Madrasa, participant PT15 said, *"…It*

caught my attention that he was the head teacher of the most developed school in the world at that time." Participant PT22 stated that he found it impressive that İbn-i Sina was remembered with the title of the Master of Physicians and even the ruler of physicians, and that he achieved this *"...at a time when people of different religions and cultures were being killed because of their religious views and cultures..."* In a similar line, participant PT26 evaluated it as an impressive situation that the Western world translated Ibn Sina's works into Latin and used them as textbooks at their universities.

The following figures were regarded by participants as influential educators due to their timeless ideas: Mevlana, İbn-i Sina, Hoca Ahmet Yesevi and Ghazali. Mevlana, whose works still inspire people is impressive for Participant PT6. A similar view was expressed by Participant PT10 for Ghazali: It is impressive that his works are still used and still valid for today. About Hoca Ahmet Yesevi, whose views are still influential today, Participant PT20 said that Yesevism still maintains its importance today. Farabi, who supported the importance of happiness for human life, is an impressive educator for participant PT24.

The following figures were cited as influential educators based on their scientific aspects: Farabi, Ghazâli, İbn-i Sina, and Hoca Ahmet Yesevi. Ghazali's advice on the necessity of distinguishing correct from incorrect and expressing them in her works influenced participant PT19. Participants PT13 and PT26 found İbn-i Sina impressive because he treated diseases using positive sciences and applied special treatments for mental illnesses. PT17 stated that he was influenced by Farabi's statement that "*The greatest of virtues is knowledge.*" Ghazali's categorization of sciences into two as religious and rational and his descriptions about the soul attracted the attention of participant PT24. Participant PT29 found Ghazali's balanced use of physics and metaphysics in science impressive.

The following influential educators of the period were also given by participants as influential figures due to their versatility: Farabi, İbn-i Sina and Ghazali. Farabi's interest in music and astronomy apart from philosophy influenced the PT9, and his invention of the musical instrument called the qanun influenced PT25. While İbn-i Sina's interest in education other than medicine influenced PT13, Ghazali's interest in fields such as politics, medicine, and philosophy were expressed by PT15 as impressive.

Table 2 presents the views of participants about the leading educators of the classical period.

Table 2.

Leading Educators of the Classical Period

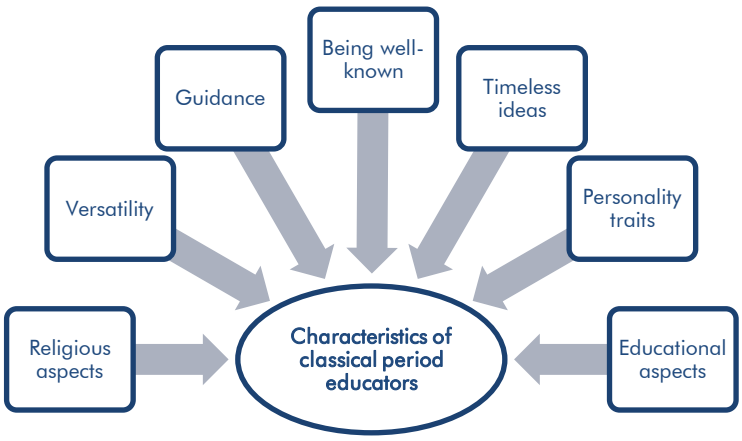
	Educators	Frequency	Participants
Classical Period	Akşemseddin	16	PT1, PT 2, PT4, PT8, PT9, PT10, PT11, PT12, PT14, PT22, PT25, PT26, PT30, PT31, PT32
	Şeyh Edebâli	8	PT3, PT5, PT7, PT13, PT15, PT19, PT29, PT36
	Kınalızade Âli Efendi	5	PT17, PT20, PT23, PT28, PT33
	Âli Kuşçu	1	PT6
	Katip Çelebi	3	PT16, PT21, PT24
	Taşköprîzâde (İsâmeddîn) Ahmed Bin Mustafa	1	PT34
	Ali bin Hüssein Amasi	2	PT27, PT18
Total	**9**		**36**

As can be seen in Table 2, participants provided the following figures as the influential educators of the classical period: Akşemseddin (f=16), Şeyh Edebâli (f=8), Kınalızade Âli Efendi (f=5), Katip Çelebi (f=3), Âli Kuşçu, Taşköprîzâde (İsâmeddîn) Ahmed bin Mustafa, and Ali bin Hüssein Amasi (f=1).

The categories developed from participant views about the impressive characteristics of the leading educators of the Classical Period are given in Figure 5.

Figure 5.

Categories on the influential characteristics of the leading educators in the Classical Period



In Figure 5, the influential characteristics of the prominent educators of the Classsical Period are given. The pre-service teachers emphasised the educators' educational aspects, personality traits, timeless ideas, being well-known, guidance, versatility, and religious aspects.

In terms of educational views, participants mentioned Akşemseddin, Kâtip Çelebi, Ali bin Hüssein Amasi and Kınalızade Âli Efendi. Their views about extra curricular education, educational problems, interaction between teachers and students are given as influential points. The views of Akşemseddin concerning the extracurricular activities were regarded by participant PT12 as impressive. The views of Katip Çelebi regarding the problems at madrasas are impressive for participant PT24. The views of Ali bin Hüssein Amasi on the interactions between teachers and students were regarded by participant PT27 as very influential, who stated "*…Under difficult conditions, he argued that teachers should treat students kindly and not engage in any behavior that would break their hearts.*" For participant PT28, Kınâlızade Âli Efendi is an educator with a personality in terms of science and ethics, and the same participant stated, "*…I have great faith that although his true value is not well understood, his value will be revealed through future studies, and this great scholar will be introduced to new generations …*"

The influential educators were also cited in terms of their personality traits such as Akşemseddin, Şeyh Edebâli and Kınâlızade Âli. Participants were influenced by the educators' guidance, opposition to injustice, and determination, as well as their intelligence. Participant PT2 found it impressive that Akşemseddin gained the love and respect of Fatih and that he helped Sultan Mehmet II the Conqueror during the conquest of Istanbul. Participant PT25 stated that his superior intelligence, understanding, and tireless work influenced him. Participant PT17 stated that he was impressed by Kınalızade Âli Efendi because "*..despite his soft and calm nature, he did not remain silent in the face of injustice...*". Participant PT3 described Şeyh Edebali as "*...a guiding, encouraging person and having a full character...*"

Participants cited the following as educators with timeless ideas: Akşemseddin, Kınâlızade Âli Efendi, Ali bin Hüssein Amasi and Şeyh Edebâli. Their emphasis on happiness, discovery of microbes, and orientation training were expressed as impressive features. Kınalızade Âli Efendi's view that a person should be happy both physically and spiritually influenced Participant PT17. Akşemseddin's statement that diseases are caused by microbes influenced Participants PT25 and PT26, and moreover, it was considered astonishing that he expressed these things under the poor conditions of that time. Participant PT27 found it impressive that Ali bin Hüssein Amasi made references to orientation in education in the 15th century.

The following educators were cited by participants in terms of being well-known: Şeyh Edebâli, Âli Kuşçu and Kâtip Çelebi. In this category, the factors given were visiting their tombs and knowing their works. Participant PT5 stated that she knows Şeyh Edebâli because she "*…visited his tomb in the hometown of her mother…*" Participant PT6 stated

that Âli Kuşçu "*…was a famous Turkish mathematician…*" and that he learned his work while studying at primary school. Participant PT21 reported that the analyses of Kâtip Çelebi's works in different countries impressed him.

In terms of being a guide, participants mentioned Akşemseddin and Şeyh Edebâli. The related qualities in this category are being an advisor to the rulers, being social leaders, their activities to develop identity and founding the philosophy of the countries.

For P1, P8 and P12, Akşemseddin's guiding the Ottoman Sultan Mehmet II to conquer Constantinople was found impressive. Participant PT4 considered him the most influential person in making Fatih Sultan Mehmet the Conqueror. Participants PT13, PT15 and PT19 regarded Şeyh Edebâli as very influential due to the fact that he developed the founding philosophy of the Ottoman State. A similar view was also reported by participant PT13 who stated *"…he laid out the founding philosophy of the Ottoman Empire almost like a constitution and enabled the establishment of an empire that lived for 600 years with these great principles."*

The following educators were cited by participants as versatile educators in terms of being involved in different fields: Akşemseddin, Kınalızade Âli Efendi and Kâtip Çelebi. Participants PT8, PT9, PT10 and PT25 reported that Akşemseddin was a religious scholar, but at the same time he was a medical scholar, poet, educator and writer. Kınalızade Âli Efendi was both a poet and an educator which impressed Participant PT23. Participant PT24 described Kâtip Çelebi as a person who had a wide range of interests, from history to medicine, from geography to astronomy.

Those figures who were cited by participants were Akşemseddin and Şeyh Edebâli in terms of religious views. Participants evaluated the educators of this period as people with strong mystical and spiritual qualities. For participant PT11, it was impressive that Akşemseddin, who settled in Göynük after the conquest, put aside fame and devoted himself to science and Sufism. Participant PT14 regarded Akşemseddin's testing himself to be accepted to the dervish lodge of Hacı Bayramı Veli as an impressive activity.

Table 3 below indicates the leading educators of the modernist period based on the reports of participants.

Table 3.

Leading educators of the modernist period

	Educators	Frequency	Participants
Modernist Period	Ahmet Cevdet Paşa	11	PT1, PT4,PT6, PT10, PT12, PT21, PT23, PT24, PT25, PT34, PT35
	Ziya Gökalp	8	PT2, PT5, PT7, PT8, PT16, PT18, PT20, PT31

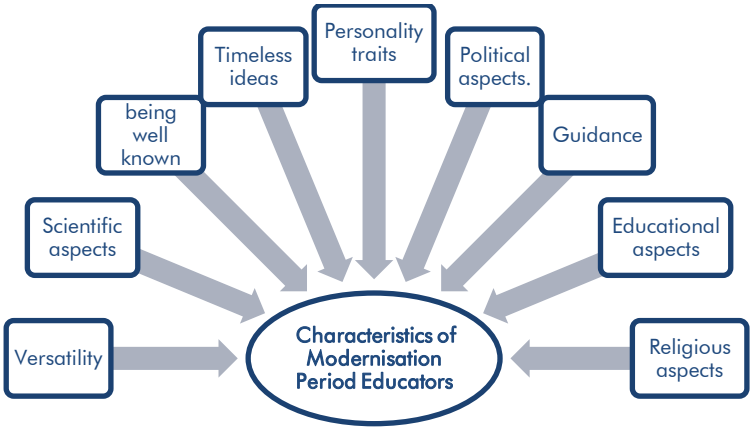
	Selim Sabit Efendi	12	PT3, PT9, PT13, PT14, PT15, PT17, PT19, PT26, PT27, PT29, PT30, PT36
	Ismail Gaspirali	2	PT11, PT28
	Mustafa Satı Bey	1	PT22
	Mustafa Reşit Paşa	1	PT32
	Babanzâde Ahmed Naim	1	PT33
Total	**7**	**36**	

As can be seen in Table 3 for the modernist period participants cited the following figures: Selim Sabit Efendi (f=12), Ahmet Cevdet Paşa (f=11), Ziya Gökalp (f=8), Ismail Gaspirali (f=2), Mustafa Satı Bey, Mustafa Reşit Paşa and Babanzâde Ahmed Naim (f=1).

The categories developed from participant's views about the influential characteristics of the leading educators of the Modernist Period are given in Figure 6.

Figure 6.

Categories on the Influential Characteristics of the Leading Educators in the Modernist Period



In Figure 6, the influential characteristics of the prominent educators of the Modernist Period are given. The pre-service teachers emphasised the educators' educational aspects, personality traits, timeless ideas, being well known, guidance, versatility, scientific aspects, religious aspects and political aspects.

Those who were cited in terms of their educational aspects included Ahmet Cevdet Pasha, Selim Sabit Efendi, Ziya Gökalp, and Ismail Gaspirali. For participants, the emergence of teaching as a profession and the innovative additions to the principles of education and training were both impressive qualities. Participant PT1 regarded Ahmet Cevdet Pasha as an impressive figure since even when he was made a pasha, he did not forget to give lessons and kept in mind that teachers are the ones who will raise the generations. Participant PT10 emphasized his focus on the Darülmuallimin, and

Participant PT24 argued that he was the founding father of contemporary teacher training and that he wrote a regulation in which an innovative and modernist educational approach was adopted. Participant PT12 stated that Ahmet Cevdet was very active in the establishment of educational institutions, the publication of new textbooks for all grades, and the increase in the significance of the Turkish language in educational contexts. For participants PT3 and PT17 Selim Sabit Efendi was an influential teacher who was the founding father of the "*usul-i cedîd*" movement and who employed new educational techniques at the Numune school. Participant PT9 added that it was Selim Sabit Efendi who began to use desks, tables, and calculation tools in the classrooms. Participant PT13 argued that his innovative activities were very impressive. The characteristic of Ziya Gökalp which influenced Participants PT7 and PT8 was his systematic approach towards the problems in education. Ismail Gaspirali's focus on women's education influenced participant PT11 stating that his views were consistent with the contemporary principle of equality in education. Ismail Gaspıralı, while serving as the mayor, introduced a program called "*usul-i cedid*" to assist the elderly. KÖ28 was impressed by Gaspıralı's emphasis on women's education and his efforts to help the elderly.

The following figures were cited by participants as influential educators because of their guidance: Ziya Gökalp, Selim Sabit Efendi, Ahmet Cevdet Pasha and Ismail Gaspiral. Participants PT2 and PT20, who stated that Ziya Gökalp influenced Atatürk's views on education, found this situation impressive. Participant PT2 pointed out that Atatürk called Ziya Gökalp *"Father of My Ideas"* in one of his speeches. Participant PT31 stated that Ziya Gökalp's views on issues such as culture influenced her deeply enough to make her review her own thoughts. It is impressive for participants PT13 and PT17 that Selim Sabit Efendi's book Rehnuma-yı Muallimin is a guide for teachers. Apart from his educational activities, participant PT24 emphasized Ahmet Cevdet Pasha's Mecelle and said, *"...He responded to the law needed under the conditions of the period with Mecelle."* Participant PT25 found it impressive that Ahmet Cevdet Pasha believed that a society's problems could be solved through education and added, "*The fact that he affected his environment, especially his children, impressed me as well."* Ismail Gaspiral's support of the principle of *"…unity in language, thought, and work for the unity of the Turkish world…"* is impressive for participant PT28.

Ziya Gökalp and Ahmet Cevdet Paşa were mentioned by participants in terms of their political views and roles. Ziya Gökalp's support of a national education, unlike previous education policies, is impressive for participant PT2. For participant PT5, his being the founding father of Turkish nationalism is very impressive. For participant PT8, Gökalp's attributing a sociological meaning to the concept of nationalism and distinguishing it from racism is very impressive. It was stated by participant PT16 that Ziya Gökalp was the intellectual pioneer of Atatürk's reforms. Ahmet Cevdet Pasha was described by participant PT12 as *"…a pole star that guided Turkish political history…"*

In terms of personality traits, Selim Sabit Efendi, Ahmet Cevdet Pasha, Ziya Gökalp, and Mustafa Satı Bey were cited by participants as influential educators. Impressed by the courage of Selim Sabit Efendi who did not give up and pursued his ideals, participant PT3 said, *"...It is very impressive that he did not hesitate to call for innovation despite the rigidity of religion in the conditions of the period."* For participant PT9, Selim Sabit Efendi was influential because he placed educational equipment such as desks, tables, and spreadsheets in his classroom, but his activities caused a reaction and was interpreted as disrespectful to the Quran and Islam. Participant PT13 argued that Selim Sabit Efendi achieved innovations because of his decisive nature. It was stated by participants PT8 and PT16 that Ziya Gökalp fought for his ideals throughout his life. Finding Ahmet Cevdet Pasha's efforts admirable, Participant PT24 said, *"During his education, he constantly read books, even during holidays, and he only took holidays on holidays."* Participant PT35 reported *"...His lack of despair for the country and his innovative attitude were influential in my choice of Ahmet Cevdet Pasha."* Participant PT22 described Mustafa Satı Bey's leaving jobs when he was not happy with them as self-confidence and courage and added: *"...While doing this, he never gave up, spent the rest of his life trying to be useful to others, and continued his work in this direction."*

Babanzâde Ahmed Naim was cited by participants as an influential educator in terms of their religious views. Participant PT33 explained her choice as follows: *"...He attaches great importance to morality and righteousness and explains moral values and righteousness according to the Quran rather than his views."*

Those cited by participants as leading educators in terms of scientific views were Ahmet Cevdet Pasha and Selim Sabit Efendi. Participants PT6 and PT12 reported that Ahmet Cevdet Pasha attached significance to the use of Turkish as a scientific language. They also stated that he wrote the first Turkish grammar book in 1851 and that his book was employed at the schools as a textbook for 50 years. The book written by Selim Sabit Efendi was regarded by Participant PT27 as a significant contribution to the Turkish education system.

Selim Sabit Efendi was cited by participants as an influential educator in terms of having views beyond his time. The practices of Selim Sabit Efendi, who changed the understanding of education by applying the new education approach in his own school, were described by Participant PT15 as follows: *"...his works at that time overlap with the contemporary education model."* Participant PT30 stated that Selim Sabit Efendi, who employed the spreadsheets and maps used in the Western countries in his classroom and added *"... reminded me of the centers that exist in very few preschool education institutions in today's Turkey but exist in almost all of them in Europe."*

Ahmet Cevdet Pasha and Ismail Gaspirali were cited by participants as influential educators in terms of being involved in versality. While stating that Ahmet Cevdet Pasha proved himself in the fields of history, law and poetry, participant PT34 said, *"...He impressed me with his many qualifications, such as being an Islamic scholar, a*

philosopher, a sociologist, a politician, a lawyer, a historian, and a poet…" Ismail Gaspiral's work as a writer, journalist, and teacher is impressive for participant PT28.

In terms of being well-known, Selim Sabit Efendi was cited by participant PT27 who described him as the first contemporary Turkish educator.

Table 4 shows the impressive educators of the Early Republic Period based on the views of participants.

Table 4.

Leading Educators of the Early Republic Period

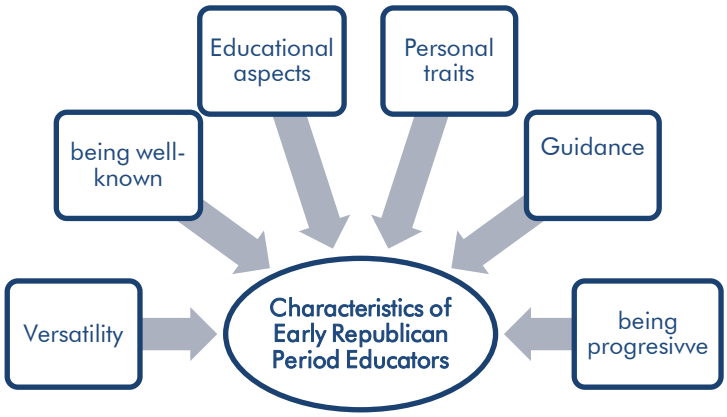
	Educators	frequency	Participants
Early Republic Period	Hasan Ali Yücel	7	PT1, PT2, PT9, PT11, PT16, PT20, PT21
	Halide Nusret Zorlutuna	5	PT3, PT18, PT19, PT28, PT32
	Nurettin Topçu	1	PT4
	Cahit Arf	9	PT5, PT7, PT10, PT23, PT25, PT31, PT34, PT35, PT36
	Nihat Sami Banarlı	3	PT6, PT22, PT26
	İsmail Hakkı Tonguç	5	PT8, PT13, PT15, PT29, PT30
	Mustafa Kemal Atatürk	2	PT27, PT33
	Seyit Ahmet Arvasi	1	PT12
	İsmail Hakkı Baltacıoğlu	2	PT14, PT17
	Ziya Gökalp	1	PT24
Total	**10**		**36**

As can be seen in Table 4, the following figures were given by participants as impressive educators of the Early Republic Period: Cahit Arf (f=9), Hasan Âli Yücel (f=7), Hâlide Nusret Zorlutuna with İsmail Hakkı Tonguç (f=5), Nihat Sami Banarlı (f=3), Mustafa Kemal Atatürk and İsmail Hakkı Baltacıoğlu (f=2), Nurettin Topçu, Seyit Ahmet Arvasi and Ziya Gökalp (f=1).

The categories developed from participants' views about the impressive characteristics of the leading educators of the Early Republic Period are given in Figure 7.

Figure 7.

Categories on the Influential Characteristics of the Leading Educators in the Early Republic Period



In Figure 7, the influential characteristics of the prominent educators of the Early Republic Period are given. The pre-service teachers emphasised the educators' educational aspects, personal traits, being well-known, versatility, being progressive, and guidance.

The following educators were cited by participants as influential figures based on their educational views: Halide Nusret Zorlutuna, Cahit Arf, İsmail Hakkı Tonguç and Seyit Ahmet Arvasi. Participants reported that they selected them because of their adoption of a contemporary educational approach and their attaching importance to their profession. For participant PT2 Hasan Âli Yücel's focus on the importance of learning by doing is impressive. Participant PT3 found Halide Nusret Zorlutuna impressive because she was very successful in the teaching profession. Participant PT7 stated that he was impressed by Cahit Arf's giving importance to his profession and added *"He is a teacher who will enlighten my path when I become a teacher in the future, whether it is the way he approaches his students or his effort to make everyone love mathematics..."* For participant PT8, İsmail Hakkı Tonguç's following educational views are very impressive: *"....It is more efficient for children of play age to learn through play, and for older children to learn by doing, trying, seeing and touching by taking on a task."* Participant PT12 stated that it was very impressive that although the period of Seyit Ahmet Arvasi was very difficult, he always attached importance to education.

In terms of being progressive participants mentioned Hasan Âli Yücel, İsmail Hakkı Tonguç, İsmail Hakkı Baltacıoğlu, Nihat Sami Banarlı, Halide Nusret Zorlutuna and Cahit Arf. The necessity of teaching to be intertwined with daily life, showing sufficient sensitivity to women's education, the importance of science, and the necessity of providing education to everyone are expressed as impressive features of these educators. Hasan Âli Yücel's opening of the Village Institutes influenced participant PT1, and Yücel's opposition to rote learning and his views that teaching should be combined with life and transformed into productivity influenced participant PT2. Participant PT14

found the views of İsmail Hakkı Baltacıoğlu, whom he defined as one of the leading figures of education reform, impressive and reported the following: *"...his attitude towards women, his pioneering activities in women's access to higher education, his views that the basic condition of development is education, but this will not happen only with the education of me; girls must also be educated..."* Similarly, for participant PT28 Halide Nusret Zorlutuna was an influential educator because of her focus on the significance of the education for women in her novels. Participant PT25 stated that he found Cahit Arf impressive, arguing "...perhaps many people can be good mathematicians, but not everyone can develop new methods in the field of the teaching of mathematics..." and also drew attention to his contribution to science. For participant PT36 the establishment of the Scientific and Technological Research Council of Turkey (TÜBİTAK) by Cahit Arf was a pioneering step towards the education of young people engaging in science. Participant PT8 stated that he was impressed by İsmail Hakkı Tonguç stating, "*He applied the principle of on-the-job training for the first time… and most importantly, he was the founding father of education for poor village children*."

Those whose personality traits were cited as influential included Nurettin Topçu, Cahit Arf and Halide Nusret Zorlutuna. The personality traits mentioned were struggling with difficulties, having a universal perspective, and striving to be humble and successful. Participant PT4 found it impressive that Nurettin Topçu did not give up on his cause despite facing many difficulties throughout his life. He found him impressive because of his determination and perseverance. Participants PT7 was impressed by Cahit Arf's modest and successful career and his universal fame. Participant PT19 stated that for her it is impressive that Halide Nusret, despite all the difficulties and pain, was *"…a voice for women and a teacher who stood firm."*

In terms of being well-known, participants cited the following figures: Cahit Arf, Nihat Sami Banarlı and Hasan Âli Yücel. For participant PT9, Hasan Âli Yücel's activities to publish the classical works were impressive. It is impressive for participant PT6 that schools are named after Nihat Sami Banarlı, who contributed to the development of the Turkish language. Another participant, PT23 cited Cahit Arf due to his mathematical activities. Participant PT31 stated that he was impressed by the fact that Arf's name was mentioned all over the world, and participant PT25 remarked that Arf's picture is on the money used every day as a result of his contribution to Turkish mathematics.

The versatility was cited for the following: İsmail Hakkı Baltacıoğlu, Halide Nusret Zorlutuna, Ziya Gökalp and İsmail Hakkı Tonguç. For PT14 ,İsmail Hakkı Baltacıoğlu's multi-activities and his productions in different fields are influential. Halide Nusret Zorlutuna's poetry and literary work are impressive for participant PT18. Participant PT24 stated that Ziya Gökalp's involvement in sociology was an inspiring activity. İsmail Hakkı Tonguç's design of village teaching schools and village institutes was impressive for Participant PT30.

Mustafa Kemal Atatürk was cited by participants as a progressive leader. Participant PT33 regarded Atatürk's views as impressive, including his advocating that the education system should be re-established in accordance with the needs of our country and the requirements of the age, and that this education should also be disseminated to all segments of society.

Results and Discussion

The results obtained based on the findings and the suggestions made in line with the results are discussed in this section.

In the study, the leading educators of Turkish Education History, which is divided into four periods, and their characteristics were analyzed through the evaluations and views of the pre-service teachers. Then an educator profile was developed based on these periods.

Participants cited the following as leading educators: İbn-i Sina, Farabi, Ghazâli, Hoca Ahmet Yesevi, Mevlana, Akşemseddin, Şeyh Edebâli, Kınalızade Ali Efendi, Kâtip Çelebi, Ali Kuşçu, Taşköprîzâde (İsâmeddîn) Ahmed Bin Mustafa, Ali bin Hussein Amasi, Selim Sabit Efendi, Ahmet Cevdet Pasha, Ziya Gökalp, Ismail Gaspirali, Mustafa Satı Bey, Babanzâde Ahmed Naim, Cahit Arf, Hasan Âli Yücel, Hâlide Nusret Zorlutuna, İsmail Hakkı Tonguç, Nihat Sami Banarlı, Mustafa Kemal Atatürk, İsmail Hakkı Baltacıoğlu, Nurettin Topçu, Seyit Ahmet Arvasi and Ziya Gökalp. As can be seen, many prominent names of the history of Turkish education were mentioned by the participants. Early Republic and Classical Period educators are more prominent.

The following figures were given by participants as the leading figures of education during the early Islamic period: İbn-i Sina, Farabi, Gazâli, Hoca Ahmet Yesevi and Mevlana. Despite the philosophical connections of many of the individuals mentioned, their identification as educators by pre-service teachers highlights the interplay between these two concepts during their respective periods, as well as the influence of philosophical thought on the field of education. At this point, Farabi is the first philosopher in Turkish education history to present direct views on education. He introduced Greek philosophy to Islamic science and was recognized as the "Second Teacher" after Aristotle (Akyüz, 1982). Ibn-i Sina, with his contributions to medicine, mathematics, and philosophy, was acknowledged as the "Third Teacher. "There are studies that described them as both educators and scientific figures. For instance, in the study by Yazıcı, N. Koca and S. Koca (2021) on a sample of gifted students, it was found that participants wanted to be in İbn-i Sina's shoes as scientists. Preservice teachers have assessed a qualified educator as a person who possesses competence in multiple fields.

Among the leading educators of the classical period mentioned by participants are Akşemseddin, Kınalızade Ali Efendi and Ali Kuşçu. It appears that the qualities of the

leading educators of the Turkish-Islamic period are similar to the qualifications of the leading educators of the Classical Period. The relationship established by the participants between education and science is seen in the story of Ali Kuşçu, which extends from Samarkand to Istanbul. Kuşçu is appointed as a muderris at the Hagia Sophia madrasa with the compliments of Fatih (Adıvar, 1982). This situation is also an indicator of the importance the Ottoman rulers attach to education and science. The importance that rulers give to educators is seen in the relationship between Fatih and Akşemseddin. Akşemseddin demonstrated the guiding feature indicated by the participants during the conquest of Istanbul. (Yazıcı, 2020). Ali bin Hussein Amasi who has an important place in the professional specialization of teaching and wrote works on this subject (Topsakal, 2017), is an important example of teaching gaining professional value. Therefore, teaching began to become a special field of education in the relevant period.

Participants cited the following as leading educators of the modernist period: Selim Sâbit Efendi, Ahmet Cevdet Paşa and Mustafa Satı Bey. These people are the pioneers in the professionalization of the teaching field. Selim Sâbit Efendi, the representative of the Usul-i Cedid movement, is the first educator who started to use teaching methods and technologies in primary education. Additionally, Selim Sâbit Efendi's work Rehnümâ-yı Muallimîn provided intellectual guidance for teachers (Temizyürek, 1999). Ahmet Cevdet Pasha and Mustafa Satı Bey, who played an important role in the opening of Darülmuallimin, emphasized that teaching is a unique profession and that teachers should be trained with this understanding (Özkan, 2018). On the other hand, Ismail Gaspirali, who emphasized unity in language (Ercilasun, 1991), and Ziya Gökalp, who emphasized the importance of national awareness in education (Biçer, 2020), are two educators who suggest that educators played an important role in the intellectual development of the period.

Mustafa Kemal Atatürk was cited by the pre-service teachers as a leader among the influential educators of the Early Republic Period. The selection of Atatürk as a leading educator emphasizes the direct relationship between administrative roles and education in the relevant period. Halide Nusret Zorlutuna (Erdal, 2005; Harikçi, 2017), who supported a child-centered approach in education, İsmail Hakkı Tonguç and Hasan Ali Yücel, who were instrumental in the establishment of Village Institutes, were selected as the leading educators of this period. It suggests that the new state created a new teacher model. On the other hand, Cahit Arf and İsmail Hakkı Baltacıoğlu, who were also cited as the leading educators, show that the relationship between science and education continued in this period.

Those chosen as impressive educators in the history of Turkish education reveal that the relationship between science and education is taken into consideration by participants. They also selected those who guide administrators and contribute to the professional specialization of teaching. The choice of participants regarding the leading educators

also indicates that education as a culture is a function of variables such as society, humanity, the educational process, and cultural content (Güvenç, 1994).

When all periods of Turkish education history are evaluated, it is seen that participants focused on having a unique personality, being famous, having ideas beyond time, being knowledgeable, being versatile, guiding, having religious qualities, being associated with politics, being forward-thinking and pioneering as the characteristics of leading educators. These features have been evaluated throughout history as an indicator of what an impressive educator profile should be.

The characteristics of the leading educators such as versatility, fame, timelessness, and personality traits, are emphasized by participants for each period. It suggests that education, as a cultural element is the result of common values shared in society and the interaction of people with each other (Gül, 2004). The fact that educators have common characteristics implies that education has certain characteristics that are very significant in different periods.

The personalities of educators, who are emphasized in every period, reflect the fact that the effective teacher characteristics as stated by McDonald (1975) have always existed in the historical processes (cited in Yeşil and Coşgun, 2019). Similarly, Taştan (2012), Yeşil and Coşgun (2019) and Kızıltepe (2002) reported that educators must have certain personality traits in order to provide quality education.

The fact that educators are versatile and have ideas beyond time is among the impressive educator characteristics reported by participants for all historical periods covered in the study. Özdemir (2011), who examined Mevlana's educational aspect, stated that Mevlana had a versatile personality as a thinker, a poet, a mystic, and a man of the heart. It is stated that this situation was effective in accepting Mevlana as a universal personality. Additionally, his ability to approach events from a different perspective is the factor that affects his views on teaching methods, which were used commonly and were regarded as influential beyond his time. Therefore, the versatile characteristics of educators also enabled them to carry their ideas beyond their time.

Participants reported that the leading educators have certain qualities specific to the historical periods. One of them is the religious elements. Erdem (2013) pointed out that after Turks adopted Islam as their religious belief, they synthesized Islamic values with their existing customs, but the dominant factor in the values of this new period was religion. Akyüz (2004) stated that teaching religious values became important in the lives of Turks after they accepted Islam as a religion, and therefore, education began to cover a religious element since then. Thus, the change in social dynamics was reflected in Turkish education and educators, and pre-service teachers evaluated this as an impressive feature.

A similar situation is seen in the effective educator characteristic of the Modernist Period which is about their political roles. The nation-state understanding that emerged in the

relevant era could influence them to have a political character. Akhundova (2012) states that the political function of education began to be felt clearly by the educators of the period. Educators are very active in the realization of the political philosophy of the society and in the internalization of the norms and values of the desired social structure by individuals (Karataş, 2020). On the other hand, it is seen that in the Early Republic period, emphasis was placed on the pioneering qualities of educators. Therefore, it is understood that impressive educators are those who are affected by the conditions of the period.

In conclusion, identifying the leading educators in the history of Turkish education is crucial for understanding how education has been shaped by various influences throughout history. The assessments made by pre-service teachers about the key characteristics of important educators from different periods show that education can be viewed as a cultural process that evolves in response to changing social dynamics over time. Furthermore, the similarities in the qualities of educators across different historical periods suggest that pre-service teachers can gain insights into the continuity and fundamental values of education. Therefore, conducting studies with different participant groups will enable comparisons to be made.

Recommendations

When the results obtained from the study are evaluated in general, the following suggestions can be made:

- Conducting similar studies with students or teachers from different age groups can enhance the diversity of findings and allow for a broader assessment of educators' effective characteristics.
- Analysing the qualities of prominent educators in the history of Turkish education by comparing them with similar figures in the history of education in other countries can help to understand cultural and historical differences in education.

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Genişletilmiş Türkçe Özet

Eğitim tarihi, tarihîn ve toplumların belirli dönemlerinde yaşamış ve toplumlarına bir şekilde katkıda bulunup bu katkılar sayesinde toplumların hafızasında adını ölümsüzleştirmiş şahsiyetleri araştırarak (MacMillan, 2017), dönemin ilerleyişini ve ihtiyaçlarını ortaya çıkarmayı ve o çağın duygularını tasvir etmeyi amaçlamaktadır. Farklı fikir kaynaklarından beslenmiş ve farklı sosyal ve politik ortamlarda yaşamış tarihte iz bırakan, tarihe yön vermiş ve yenilik yapan bu kişileri anlamak (Bektaş, 2020), onların değerlerini, fikirlerini, hayata bakış açılarını bilmek ve kavramak dönemlerin anlaşılmasına yardımcı olacaktır (MacMillan, 2017; Tokdemir, 2017). Çalışma bu noktadan hareketle Türk Eğitim Tarihi'nin etkileyici eğitimcileri ve özelliklerini öğretmen adaylarının değerlendirmeleri üzerinden belirlemeyi ve bu yolla bir eğitimci profili ortaya çıkarmayı amaçlamaktadır. Bunun için çalışmada nitel araştırma yöntemlerinden fenemenoloji deseni kullanılmıştır. Amaçlı örnekleme bağlı ölçüt örnekleme ile katılımcılar belirlenmiştir. Türk eğitim tarihi dersini araştırmacıdan alan ve dahil etme kriterlerine uygun rapor hazırlayan 36 öğretmen adayı katılımcı grubunu oluşturmuştur. Çalışmanın veri toplama aracı; Türk İslam Dönemi, Klasik Dönem, Modernleşme Dönemi ve Erken Cumhuriyet Dönemi olarak dört döneme ayrılan ve her bir dönem için seçilen bir eğitimcinin hayatının incelendiği Türk Eğitim Tarihi ders raporları olarak belirlenmiştir. Raporlarda eğitimcinin hayatıyla ilişkilendirilen etkileyici özelliği veri analizinde kullanmak üzere belirlenmiş ve katılımcı kodlamaları üzerinden excele aktarılmıştır. Veriler içerik analizi yöntemi ile çözümlenmiştir. Araştırma bulgularının doğruluğunu kontrol etmek üzere araştırmacı veri toplama sürecinde ve verilerin analizinde doğrudan yer alarak bir araç görevi üstlenmiştir (Creswell ve Miller, 2000). Bununla birlikte araştırmanın tek kişi tarafından yürütülmesi toplanan verilerden farklı sonuçlara ulaşma ve bazı öznel varsayımlardan hareket etme olasılığına neden olabilecektir. Bunu engellemek ve inandırıcılığı sağlamak için katılımcı teyidi kullanılmıştır. Güvenilirlik yaratmanın parçalarından biri olan katılımcı teyidinde verilerin doğruluğu ve yorumların onaylanma veya reddedilmesi çalışma grubu ile gerçekleştirilmektedir (Creswell & Miller, 2000). Fenomenolojik çalışmaların doğasından kaynaklanan kişisel deneyimler ve ön yargılar bu yolla engellenebilmektedir. İnandırıcılık için; önce her bir katılımcıya ait bilgiler özetlenmiş, değerlendirilmiş ve temalar oluşturulmuştur. Ardından katılımcılara verileri gözden geçirme, daha fazla bilgi ekleme ve düzenleme fırsatı sunulmuştur. Son olarak analizlerin doğruluğu ve bütünlüğü kontrol ettirilmiştir. Fakat bulguların doğruluğunun ve tutarlılığının katılımcı teyidine aşırı güvenerek tehlikeye düşebilme ihtimaline karşı dörder kişilik 9 grup oluşturularak kodlamaların temalara uygunluğunu, açıklamaların yeterli ve gerçekçi olup olmadığı değerlendirilmiştir (Candela, 2019). Kodlamalar arasındaki güvenirlik Miles ve Huberman (1994:64) formülüne göre [Güvenirlik=Görüş Birliği/(Görüş Birliği+Görüş ayrılığı)] .89 olarak belirlenmiştir. Çalışmadan elde edilen sonuçlar değerlendirildiğinde Türk Eğitim Tarihinin etkileyici eğitimcileri olarak; İbn-i Sina, Farabi, Gazâli, Hoca Ahmet Yesevi, Mevlana, Akşemseddin, Şeyh Edebâli, Kınalızade Ali Efendi, Kâtip Çelebi, Ali Kuşçu, Taşköprîzâde (İsâmeddîn) Ahmed Bin

Mustafa, Amasyalı Hüseyin Oğlu Âli, Selim Sabit Efendi, Ahmet Cevdet Paşa, Ziya Gökalp, Gaspıralı İsmail Bey, Mustafa Satı Bey, Babanzâde Ahmed Naim, Cahit Arf, Hasan Âli Yücel, Hâlide Nusret Zorlutuna, İsmail Hakkı Tonguç, Nihat Sami Banarlı, Mustafa Kemal Atatürk, İsmail Hakkı Baltacıoğlu, Nurettin Topçu ve Seyit Ahmet Arvasi isimlerinin ifade edildiği tespit edilmiştir. Eğitimcilerin sayıca çokluğu ve aynı zamanda bilim insanlarından, düşünürlere, devlet adamlarından yazarlara kadar çok fala özellik sahibiolmalarıTürk eğitim Tarihinin nitelikli eğitimci profilinin zenginliğinin geniş bir göstergesidir. En fazla isim Klasik Dönem ve Erken Cumhuriyet Dönemlerinde ifade edilmiştir. Tüm dönemler dikkate alındığında Türk eğitiminin etkileyici eğitimci profilinin; eğitimci niteliği yüksek, kişilik sahibi, tanınan, ilim sahibi, çok yönlü, yol gösterici, dini niteliklere sahip, siyasetle ilişkili, ileri görüşlü ve öncü özelliklere sahip kişiler olarak algılandığı görülmektedir. Eğitimcilerin benzer özelliklerinin yanı sıra siyasi veya sosyal şartlara bağlı olarak farklı özelliklerinin de ifade edildiği görülmektedir. Öğretmen adaylarının eğitimcilerin temel özelliklerine ilişkin farklılıkları ifade etmeleri, eğitimin zaman içinde değişen toplumsal dinamiklere yanıt olarak gelişen kültürel bir süreç olarak algılandığını göstermektedir. Ayrıca, farklı tarihsel dönemlerdeki eğitimcilerin benzer niteliklere sahip olmaları ise, eğitimdeki sürekliliğinin ve temel değerlerin algılanabildiğini ifade etmektedir.

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