

PHYSICAL EDUCATION COURSE AND PHYSICAL ACTIVITIES IN VILLAGE INSTITUTES: A Case of Çifteler Village Institute

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ABSTRACT

When the first Turkish Government was founded during The War of Independence (1919-1922), education was one of the primary issues to receive attention. The renovation and modernization of Turkey's educational system was planned to be carried out by considering our own social and cultural features. The problems about education were not neglected even in most critical periods of the war. After the victory the founders of the new country were naturally able to make more energetic effects to improve Turkey's much neglected educational system. One of these enormous effects is exactly the experience of "Köy Enstitüleri" (The Village Institutes). This project has reflected the revolutionary character of the Republican Reforms. The teaching philosophy of these institutes has been described on the basis of "learning by doing".

It is understood that Village Institution System was the most genuine and successful education project as a result of the effects continuing throughout the generations and graduates and system data. Education system and philosophy of institutions haven't lost their validity today too, which is the evidence of their successes. The Model of Village Institution has been accepted as a great gift not only for this nation but also for the world education. UNESCO has proudly stated that Village Institution is an education system that should function as an example for all developing countries.

In this research the content, objects and applied dimension of Physical Education and Folk Dances Course, which is one of the courses in the Village Institution Curriculum and the effects of this course on students in that period, will be analyzed with the relationship of one another. For this purpose, an interview form was prepared and Village Institution graduates who still live in Eskişehir were interviewed.

Keywords: Turkey's educational system; The Village Institutes; Physical Education.