

The Orientation Applications in Turkey both In the Past and At Present ¹

Seyit Taşer

Abstract: *Orientation is a process of accustoming. Generally, it is used with the meaning of accustoming. It may be defined in the education as the process of accustoming the student to school. The topic was evaluated under the titles such as the content of the orientation, the way the process was initiated, and the status of orientation education in Turkey. Orientation education is known to be an application which has started recently in the modern sense. In addition, an application similar to orientation or the adaptation process to school is seen in Ottoman State. This application will be mentioned and evaluated in this study. The orientation education was used for primary schools for the first time in Turkey. Later on, the students who started secondary school were also included. In this study, the activities conducted in school within the scope of orientation education were discussed. The period of time separated for those activities were considered. The significance of orientation education was mentioned. The applications in the history were analyzed. The activities conducted at schools were evaluated.*

Key Words: *Education, Training, Orientation, History.*

I. Introduction

The word “orientation” comes from French and equals in the Dictionary of Turkish Language Society with the terms of directing, adaptation and education (<http://www.tdk.gov.tr>) Various definitions have been made for orientation. The term “the students of the first year” has also been used. The collage orientation may be defined as helping process for the integration of the students into academic field. (Bell et al.,2014,32)

Orientation education is executed in various sectors. For example, there is an orientation education for workers. The effects of orientation education on socialization were discussed and it was connected to the business sector. The evaluation of socialization of the workers and orientation education was executed. Accordingly, it was determined that the orientation activities were related to the socialization from the point of the targets, values and historical differences of human beings. In the group which the target was determined, on the other hand, the orientation education has resulted in positive (Klein, 2000, 59). The effect of orientation education on business life is also seen on the topic of entrepreneurship.

The equivalence of orientation education in business life may be expressed as activities conducted to enable the people who have just started a business recognize the objectives and policies of the institution, methods, procedures, structure and charges and authorities and responsibilities. The employee will soon comply with the institution (Tiyek, 2014, 334)

Entrepreneurship is a topic of economy and economy education. In a study executed in this field, the groups of control and experiment were established. Significant increases were seen in the sales turnover of experiment group who were exposed to orientation education (Solomon, 2004, 103). Then, preparatory work and preparation are related to the acquisitions at the end of the process.

Among the field which orientation education is necessary, there is the process of going into business. An employee who has recently joined the institution will need to learn the the course of institution, how to act in the work-group and his tasks and responsibilities. This period which employs a kind of orientation is also called the period of socialization. During this process, various educations are also given. Some applied activities such as basic education, preparatory education, and internship will help the employee to settle down in the institution he works. On the other hand, the experience will be acquired (Çalık,2006;2,6,7)

Orientation may occur right after the process. It is important for someone who has lost his job not to lose self-confidence and self-sufficiency. The individual should gather himself up psychologically and sustain his life. In order to actualize it, “learning-goal orientation(LGO)” education is given and a development is expected (Noordzij, 2013, 723). Thus, the individual will get over the negative effects brought by unemployment and make a good life for himself.

Orientation education is used in the health sector in numerous forms. The orientation through simulation in the sector of health may be handled through a similar content. Simulation education prepares the individual to the real environment which they will encounter. Similarly, the orientation education prepares to the individual to the real process from the points of psychology and sociology.

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In a study executed in the field of health, the individuals receiving the simulation education had significant development on education, clinical performance and self-esteem (Nishisaki, 2009, 161). In addition to using orientation applications in all those fields, it is necessary to use them also in education.

When the children gain strong social and emotional skills, their performance at school will also increase. Their relationships with their friends and adults will be more positive. The children should be equipped with those skills at early ages. Related to this, social and emotional learning program is organized (SEL-Social and Emotional Learning). This program is related to positive, social, emotional and behavioral development and their academic results. (Jones & Bouffard, 2012; 77)

Orientation had been used during the first year of the primary schools and during the pre-school education. It takes about one week. It was planned to start the application in 2012. The orientation education started in the first year of the secondary schools in the education year of 2014-2015.

II. Objectives

The objective of the study is to analyze the orientation activities during the process of obtaining more productive and effective results in education. In Turkey, the orientation applications begin in the first year of the primary schools. In addition to this, the orientation activities are also applied during the secondary school. During this process which takes about one week, the activities conducted related to it will be analyzed. On the other hand, the dimensions of those studies such as student, student's guardians, and teacher will be discussed. Orientation is known to be a modern application. In addition to this, similar applications in the historical process will also be mentioned. In order to allow students start school effectively and maximize their motivations, applications in the Ottoman education system will be employed. Thus, it will be asserted that the orientation activities which have been applied in various fields can be dated back to 15th or 16th centuries not early 20th century. It was aimed to elaborate the necessity of evaluating the historical applications painstakingly and getting in touch with present and create awareness.

III. Method

In this study, the information in the literature published related to the topic was employed and a literature review was executed. The studies related to both historical and educational sciences were evaluated. It is described as the model for describing and scanning the ongoing or existing both in the past and at present. The topic is evaluated in its own conditions or much the same (Karasar, 1999; 77). The literature review is the preferential method to be employed prior to a research. Because, it is necessary to know about the studies that have been executed on that topic so far.

The research wasn't limited with the analysis of the studies conducted only on that topic. The obtained information was interpreted and their relation with the topic was established.

IV. Orientation in the Education Field

The topic of orientation related to education may be evaluated under two titles such as those who are included in the content of the orientation and orientation activities. Those who are included into the content of orientation are students, student's guardian and teachers. In order to actualize the education productively, all the elements should be qualitative. In addition to this, the primary target of orientation activities is the students. During the student-oriented orientation peer-helping is executed. Primarily, peer-assistance in the orientation activities may be considered.

Peer-help is the mutualization between the students. When the students support each other related to their social, economic and educational problems; they will break their bad habits and get rid of their inconsistency. The programs related to peer-help are widely found effective by the students. The students executing peer-help may be easily accessed and they are regarded respectful and reliable. (Uysal, Nazlı, 2010, 17,22)

Related to the orientation activities in the educational institutions, various experiences are encountered. In 1970's, a program was started related to the peer-assistance in primary education. The "rehearsal" is used as another version of orientation education. The children who rehearse safely apply similar activities to all the children in their classes (Campbell, 1983, 122).

The peer-consultants may help their peers in various topics. They are listening and understanding, keeping company, supporting, assisting during the process of deciding and academic and vocational assistance. In addition to those items, we can also mention about providing the orientation (Aladağ, Tezer, 2007, 140).

One of the orientation activities for the students is the school tour. Some schools enable their students recognize the different sections of the school through such activities during the first week of the education. The physical facilities of the schools may vary. Some schools may consist of only a few classrooms and administrators' rooms. On the other hand, some schools have rather comprehensive physical facilities. For that reason, the school tour will be more useful when conducted in the schools which provide various opportunities

to their students. In some schools, numerous places such as auditorium, infirmary, changing rooms, sports halls, swimming pools, garden, dining rooms, workshops, science laboratories, computer laboratories, music rooms, chess rooms, offices of accounting and registry to execute administrative activities, teachers' room, and the offices of school managers and vice school managers all may be introduced to the students.

The other group to be expressed as the target group in the orientation program is the students' guardians. The orientation program for the students' guardians is effective on the dimension of the relationships between the guardians and the students. The teachers may execute face to face interviews with the guardians if required. For that reason, the orientation week is an important process. Through the appointments given to the students' guardians, the guardians may be interviewed. Those who know the children well and recognize their qualifications most are the students' guardians. If the teachers want to recognize their students and increase their productivity within this frame, they may exert more efforts related to it.

Within the process of orientation conducted with the guardians, there are activities executed through co-participation of guardians and students. They consist of contact meetings with the guardians, workshops with the students and academic programs.

The guardians have seen looking after their children as both a task and a conscientious responsibility. They have contributed to the children's education through teaching their children the rules of conduct right from start. Of course, there are also exceptions. However, majority of the students' guardians follow their children and want to know their development processes at school.

In addition to this, it is aimed to conduct the process more effectively from the perspective that the guardians follow their children. Because, the individuals who try to comply with the developing world are required to be more diligent and continuously develop them. Accordingly, it is crucial that the guardians take place in the education process more effectively. Related to this, guardian orientation programs are organized.

The traditional role of parents has undergone changes through developing curriculum and technology. It is aimed to proceed in accompany with the guardians who learn and teach more, who are conscious and participating. The school principal, vice-principal and the school counselor execute this program. The objectives of the guardian orientation program may be listed as follows:

(http://mebk12.meb.gov.tr/meb_iys_dosyalar/34/02/742513/icerikler/veli-oryantasyon)

- 1-The guardians know and develop themselves
- 2- Knowing children
- 3- Learning the terms of education
- 4- Learning and acquiring the school culture
- 5- Acquiring information about the primary school curriculum

In the teacher-oriented orientation activities, the programs such as outdoor training, indoor activities, motivation and the education for learned helplessness. The outdoor training is related to the teachers who have joined the institution recently. In order to make incoming teachers socialize with the other teachers and recognize the institution, various activities should be conducted. As for the indoor activities, the teachers of the same branch conduct teamwork. In the motivation education mentioned last, the ways to motivate the students and the factors that may affect the motivation are mentioned.

(<http://www.terakki.org.tr/rehberlik/oryantasyon.htm>).

Majority of the American outdoor orientation program is conducted on newly coming university students. Outdoor orientation program is organized to help the newly coming university students in their transition to the university. The history of the outdoor orientation program dates back to 1932. In 1932, the outdoor activity was conducted in Dartmouth College as a directing process towards university. In 1978, the first year outdoor activity was conducted in Harvard University. After 1970's, the use of outdoor orientation program has been increasing. During the period between 2001 and 2006, fifty new programs were conducted. After 2006, approximately 17.000 students were reached through this program. (Bell et al.,2010, 3,11)

In the outdoor orientation activities, the USA and Canada conducted about 191 programs in 2014. Those programs appeal to about 25.000 people. The scientific studies related to the outdoor orientation have also been increasing (Bell et al., 2014,31) The schools may follow different programs in the orientation activities. The orientation applications may be analyzed from the points of both content and the types of schools.

V. The Orientation Education in Turkey

The orientation education has recently been employed in the program of the Ministry of Education in our country recently. Within the context of those studies, the content of guardians' orientation program by the Ministry of National Education may be analyzed. First of all, a pre-education evaluation survey is conducted on the students' guardians in this program. Through this survey, it is checked that whether the students' guardians have basic information about the school or not. Here are some of the survey questions (<http://istanbul.meb.gov.tr>):

1. I have information about the school and its environment.
2. I have information about the parent-teacher association and the accountancy of school.
3. I know my rights, tasks and responsibilities as a guardian.
4. I know my child's rights, tasks and responsibilities/school rules.
5. I have information about the school curriculum.

The students' guardians answer those questions thicking one of the options such as "never, little, medium, often or completely". On the other hand, the guardians are trained and an evaluation survey is conducted both prior to and after the training. The guardians are asked about their opinions for the given training. When the working calendar of the adjustment programme for school is analyzed, an application committee was established in cooperation with the executive committee for "adjustment to school". A report is prepared for the applied program.

Table.The Weekly Sample Adjustment Program for the 5.th Grade Education Groups 2014-2015 Education Year

08/09/2014 (Monday)	09/09/2014 (Tuesday)	10.09.2014 (Wednesday)	11.09.2014 (Thursday)	12.09.2014 (Friday)
<ol style="list-style-type: none"> 1. Opening 2. Introducing the school administrators, teachers and the personnel to the children. 3. Showing around the administrative units of the school, teachers' room, and canteen. 4. Giving information about the environment of the school, services given at school, the methods to answer the needs in the school and its environment. . 	<ol style="list-style-type: none"> 1. Meeting children 2. Introducing the corners and sections both in the classroom and all around the school. 3. Reminding the school and classroom rules and adding new rules. 4. Organizing activities to introduce and integrate the students and guardians. 5. Attaching name badges to the students so that the administrators of the school, teachers and other personnel call them by names. 	<ol style="list-style-type: none"> 1. In order to ease the adjustment of the students to school, the guardians are invited to the classroom environments upon necessary time and conditions. 2. Reminding the school and classroom rules and adding new rules. 3. Giving detailed information related to the elective courses. 4. Showing around the school library, canteen, Classrooms, Conference Halland Sports Hall. 	<ol style="list-style-type: none"> 1. Meeting children. 2. Giving information about the school environment, the services given at school, regulations and rules, social, cultural, and sportive activities. 	<ol style="list-style-type: none"> 1. Meeting children. 2. In order to make the guardians more sensitive about the education of their children, they are informed by the counseling teachers about the significance of the relationships between school, students and guardians and the precautions against the anxieties that may occur among the students.

Within the scope of orientation program, following activities are executed on the first day; meeting of administrators, teachers and students, introduction of school, and giving information about the school environment. Similar activities are conducted on the second day. The rules of the school and classroom are also reminded. The students are introduced to each other. On the third day, the students learn the classroom environment, the classroom rules and see the other units of the school. On the other day, information is given about social, cultural and sportive activities at school similarly. On the final day, the anxieties of the students are removed in accompany with the counseling teacher.

The role of the Guidance and Psychological Counselors in the orientation activities has importance. They play role in the execution of various activities during the adjustment process.

VI. Findings

The Orientation Applications in the History

When we mention about the orientation activities, we remember present days of recent past. The orientation process is tackled with a modern comprehension. We may think that such activities didn't exist in the past. Even, people may not believe in it when they are told that such activities were conducted five or ten centuries ago. However, historical information and documents prove that orientation had been conducted in the past. Of course, the current perception of orientation education may be different from that in the past. However, it may be stated that the executed activities have similar purposes when they are analyzed from the point of content.

In the history, it is stated that no definite period of time was given for the date for starting school. The children could start school at any time of the year. The ornament is put on the fez of the boys and the hair of the girls of the middle class family from the economic aspects, and the fragments of Holy Quran was hanged on their neck. The richer families started their children through magnificent celebrations similar to a wedding or circumstance ceremonies. Those ceremonies were held on Mondays or Thursdays. The child to start school would be taken from home in accompany with the hymns and the group would proceed with the participation of numerous (Ergin, 1977,90-93).

The child wouls start school through a ceremony called the "Amen Parade". At first blush, "Bed-iBesmele (Basmala Time)" is its beginning. The house of the child to start school is cleaned and baths are visited for cleaning the body. The next they people would go out for shopping and clothes and shoes would be

bought. The school would start on Mondays and Thursdays. Eyüp Sultan would be visited and praying would be made there. The teacher of the school would be informed one day earlier. The teachers of the school and chanters would come home. The ornamented pony that the child would ride would wait in front of the door. Amen parade would come in front of the house. The prayer would pray and everybody would say amen. The group would wander on the streets of the city and the child would come to school. The first lesson was about basmala. The child would kiss the hands of the teacher and the guests and one of the students would read aloud an aşr-işerif (ten verses from the Quran). It was a pedagogically resource of motivation on the child. Those ceremonies would be different for the palace and sons of the sultan. There is almost a festival in the palace, meals would be served and the ceremony would be held (Kazıcı 2004, 97).

The child who had been shown around through the ceremony of Bed'ibesmele(Basmala Time) would come in front of the house, everybody would pray together and the hymns would be sung. The teacher of the school would enter the room and sit on a cushion there. The child to start school would come against the teacher. The book of verses from the Holy Quran would be put on a reading desk. The teacher would read aloud the letters of the alphabet and the student would repeat after him. After the praying is completed, the child would kiss the hands of elderly people especially the teacher. Then the table would be set for lunch, the participants would be served lunch and the sweets. After the ceremony the children would be given presents and money.

There are books narrating the ceremonies of the sons of the sultans organized for their birth, circumstance and wedding. From Ottoman period to the present, such organizations held in the palace have been recorded. The recordings of such organizations were called "surname (literary texts about ceremonies)" (Aynur, 2011;565) Among the ceremonies held in the palace, one of them was held for the princes who start school. The ceremonies held for the beginning of the school was organized more dashingly for the princes or the sons of the sultans. One of them was organized for the sons of Sultan Abdulhamidthe I. In such a ceremony, banquets were thrown to the statesmen and public. The "surname" describing the ceremonies was written in a literary style. During the ceremonies which Shaykh-al Islam also participated, prayers were made. (Keskin, 2010, 152,155)

VII. Conclusions

Related to the orientation activities, there is a program determined by the Ministry of National Education. In addition to the official schools which try to execute this program as much as they can, there are also unofficial researches according to the knowledge, culture and experience of the teachers. Moreover, private schools organize various activities for orientation and include the students, their guardians and the teachers to the process. Nevertheless, some private schools (such as Başak Collage) organize no activities for the week of orientation.

When it is considered that the way a work begins it goes on the same degree in the future, the orientation activities should be given more importance. On the other hand, the orientation activities aren't activities that are held only nowadays. In order to keep the motivations of the students for both school and the courses strong, some activities were organized throughout the history.

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