

Examination of Physical Education and Sports Courses in Educational Systems (Germany and Türkiye Example)

Eğitim Sistemlerinde Beden Eğitimi ve Spor Derslerinin İncelenmesi (Almanya ve Türkiye Örneği)

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Abstract: It is seen that education systems all over the world have basic sciences, arts and sports courses within each structure. The importance of sports classes is increasing day by day in today's world where sedentary lifestyle increases with the age of digitalization. Physical education and sports lessons are important in order to meet the exercise needs of children who have the ability but are not able to do professional sports. When we study the historical development of physical education and sports in Türkiye, we can say that it is mostly influenced by the German education system and educators after the 1920s. German gymnasts worked as physical education and sports teachers in the Ministry of Education. In short, physical education and sports education and its curriculum in the Turkish education system have been influenced by the German education system for years. The aim of this study is to examine the physical education and sports courses in Turkish and German current education systems. As a result of the research, it is seen that although Turkish-German education systems are very different from each other, there is one or more weekly lessons per class in physical education and sports curricula. It is seen that the biggest difference is in primary education. The course carried out with the name of physical education and games in the primary schools in Türkiye is carried out 5 hours a week in the grades 1-3 and 2 hours a week in the 4th grade. While the average class hour of 4 years is 17 in Türkiye, this number is 11 hours in Germany.

Keywords: Physical education and sport, education, Germany education system, Turkish education system.

Özet: Tüm dünyadaki eğitim sistemlerinin her bir yapı içerisinde temel bilimler, sanat ve spor derslerinin olduğu görülmektedir. Dijitalleşme çağı ile birlikte hareketsiz yaşamın çoğaldığı günümüz dünyasında spor derslerinin önemi gün geçtikçe artmaktadır. Profesyonel spor branşlarına yeteneği olan veya imkânı olmayan çocukların egzersiz ihtiyaçlarının karşılanması bakımından okullardaki beden eğitimi ve spor dersleri önem arz etmektedir. Türkiye'de beden eğitimi ve sporun tarihsel gelişimine baktığımızda 1920'lerden sonra genel olarak Alman eğitim sistemi ve çalışanlarından etkisi altında kaldığını söyleyebiliriz. Alman cimmastikçiler Milli Eğitim Bakanlığı bünyesinde beden eğitimi ve spor öğretmenliği yapmışlardır. Kısaca Türk eğitim sisteminde beden eğitimi ve spor öğretim ve müfredatları yıllarca Almanya eğitim sisteminden etkilenmiştir. Bu çalışmanın da amacı, Türk ve Alman eğitim sistemleri içerisinde beden eğitimi ve spor derslerinin incelenmesidir. Araştırma sonucunda, Türk-Alman eğitim sistemlerinin çok farklı olmasına karşın beden eğitimi ve spor müfredatlarında sınıflar bazında haftalık birer saat fazla veya eksik ders saatlerinin olduğu görülmüştür. En büyük farkın ilköğretim birinci kademe olduğu ve Türkiye Milli Eğitim müfredatı birinci kademe eğitim sisteminde beden eğitimi ve oyun dersi adı altında 1. sınıftan 4. sınıfa kadar haftalık 5 saat, 4. sınıfta ise 2 saat olarak yürütüldüğü görülmektedir. 4 yılın ortalaması Türkiye'de 17 saat iken, Almanya'da 11 saat olarak yürütülmektedir.

Anahtar Kelimeler: Beden eğitimi ve spor, eğitim, Almanya eğitim sistemi, Türk eğitim sistem.

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INTRODUCTION

Education, which has meanings such as raising, growing and developing, is derived from the word 'educare' in Latin (1). Education includes a process that begins with birth and lasts a lifetime. In addition, there are educational services, also called professional education which are planned, programmed and mostly provided in schools for a specific purpose almost in every part of the world. Education is in the form of a system and the elements of this system start from pre-school and form a structure including higher education. In general, there are differences of curriculum, content, compulsory education year and academic terms by countries in this structure which covers pre-school, primary education, secondary education and higher education in the world. However, it is difficult to say that education systems of countries are not affected from each other in general. If the countries had not improved their education systems by influencing from each other, it would be inevitable that some countries would remain at a very high level and some would be at a very low level. However, the differentiation in education systems is mostly derived from the density of the population and the consequences of economic conditions today.

The role of education is crucial for societies to sustain their existence and to have a say in international arenas. In the future vision reports prepared by the countries, progress in education in the following years is among the first and basic items (2). Education, which is determined as the accepted

measure of development, should be created in a structure that includes contemporary standards (3). Although the formation of a globalized world has started, education systems cannot be shaped independently from the economic, social and cultural situation of countries. Even if this shaping seems acceptable to that society, it may lead to lagging behind developed countries. Therefore, comparative education is beneficial for countries to recognise and compare their own education systems, to see their deficiencies and to eliminate these deficiencies (4, 5). In addition, examining the results of the educational problems experienced in a country, the coping situations of countries experiencing similar problems and the results of the solutions produced, brings great benefits to that country in terms of time and cost (6).

It is seen that there are basic sciences, arts and sports courses in each structure of education systems all over the world. The importance of sports classes is increasing day by day in today's world where sedentary lifestyle increases with the age of digitalization. Physical education and sports lessons are important in order to meet the exercise needs of children who have the ability but are not able to do professional sports. It is necessary to consider physical education and sports lessons as socialising and psycho-motor activities rather than considering them only as a physical activity (7). Considering this aspect, it is an indispensable element in the education system.

When we study the historical development of physical education and sports in Türkiye, we can say that it is mostly influenced by the German education system and educators after the 1920s. German gymnasts worked as physical education and sports teachers in the Ministry of Education. At the same time, many physical education and sports teachers were sent to Germany from Türkiye in order to study (8). In short, physical education and sports education and its curriculum in the Turkish education system have been influenced by the German education system for years.

METHODS

Research Model: This research was designed with the document analysis method, one of the qualitative research models. Information/documents on education systems in Germany and Türkiye have been prepared electronically by examining official institutions' websites and research articles (Google scholar, academy, web of science, researchgate).

Limitations of the Research: After the proclamation of the Republic by the Turkish Ministry of National Education in 1925, students were sent to Germany for education in order to train physical education and sports teachers. Along with the German gymnastics model, the physical education and sports teaching models and programs have a lot of reflections on the Turkish education system. In order to investigate the effects of these reflections today, the different and similar aspects of the two countries, this research has been limited to the sample of Germany and Türkiye.

Purpose of the research: The aim of this study is to examine the physical education and sports courses in Turkish and German current education systems. For this purpose, the data were obtained through examining the literature and the official websites of German and Turkish Ministry of Education.

RESULTS

Examination of the Education System in Germany

An education system implemented in all states in Germany was created in 1964. While establishing this education system, innovations and standards have been developed on issues such as a) the age and duration of compulsory education, b) the start and end of the academic year, c) the naming of educational institutions according to the type of education, d) the transition between educational institutions, e) foreign language education, f) recognition of graduation certificates and g) determining the grading system. The authority to regulate the basic principles in the higher education system was left to the federal state with the constitutional amendment in 1969 (9).

The principle of equal opportunity in education was first introduced in the law in Germany in 1985: It is said that "the main measure in a child's admission to a particular school is not related to his/her parents' economic and social situation, but to his/her ability" (9).

East and West Germany reunited under the umbrella of the Federal Republic of Germany in 1990. After this reunification, the country was divided into 16 states.

Some measures have been taken to develop a) language skills in pre-school education, b) reading skills in primary school, c) adaptation of immigrant students, d) educational standards, e) teachers' method and vision skills, and f) in-school and out-

of-school activities with the participation of the 16 ministries of education in 2001 (9).

The Ministry of Education determines the education system of each state in Germany. The system is based on providing each individual with the most appropriate training opportunity according to his / her talent and interest. The obligation to go to school in the education system in Germany starts from the year when the child turns six.

Pre-school Education

Preschool comes before primary school and is not compulsory in Germany. Preschool education is usually provided by kindergartens (Kindergärten). It is an educational step for every child between the ages of three and six (10).

Preschool education concept is based on the following objectives:

- To be self-sufficient and independent,
- To improve attention,
- To contribute to spiritual, physical and mental development,
- To be respectful towards different cultural understanding and not to be racist,
- To learn about oneself and one's environment (11).

Primary Education (Grundschule)

It is compulsory to go to primary school (Grundschule) for four years from 6 to 10 years old. All children who turn six years old from 1 July to 30 September are considered to have entered the age of compulsory education for the 2019/2020 academic year with The Law on Education and Teaching (BayEUG) which came into effect on January 25, 2019. However, considering the demands of parents who do not want their child to start school at an early age, child's school starting date can be delayed by a year. These requests must be reported to the school administrations by the beginning of May. The final decision to enroll the child in school at an early age belongs to the school management. In principle, children are enrolled in a district school (within the framework of the address-based registration system) in their neighborhood. Information on this subject can be obtained from the neighborhood school, kindergarten, school psychologist or immigrant counseling centers.

Grundschule schools usually last 4 years and in the states of Berlin and Brandenburg last 6 years. Children are not graded (school report) in the first two years of primary school in most states, a general evaluation is made only in the form of a report and the developments or weaknesses of the child in the lessons are specified in detail. The children start a secondary school that gives general education after 4 years of studying at primary school. 5th and 6th grades are a period of special encouragement, observation and direction determination which are used to determine the education path that the child will follow in the future in these schools. This orientation period is established within the various types of secondary schools in most of the states, and as a separate unit in some states apart from the type of school (12).

Secondary School (Sekundarstufe I)

The first level of secondary education consists of schools that are programmed for different purposes. These schools are;

Hauptschule: It starts from the 5th grade in the regions where primary education lasts 4 years, and from the 7th grade in the

regions where primary education lasts 6 years and continues until the 10th grade. Teaching periods of Hauptschules are generally 5 or 6 years after 4-year Grundschule, 3 or 4 years after 6-year Grundschule. Students who complete this school tend to vocational education.

Gymnasium: It starts from the 5th grade in the regions where primary education lasts for 4 years and from the 7th grade in the regions where primary education lasts for 6 years and continues until the 10th grade. However, there is also an advanced secondary education department that covers the 11th, 12th and 13th grades before the university. The teaching period of Gymnasium is generally 9 years after the 4-year Grundschule, and 7 years after the 6-year Grundschule or after the 5th and 6th grades of Orientierungsstufe which continues after the 4-year Grundschule. The purpose of Gymnasium is to educate students for colleges and universities. Students who pass the maturity examination (Abitur) can also be admitted to colleges or universities in Germany without being subjected to any other exam. Students who complete the 13th grade of Gymnasiums and receive a certificate of university maturity (Zeugnis der Hochschulreife) after taking the high school maturity examination are also accepted as high school graduates in our country.

Realschule: It starts from the 5th grade in the regions where primary education lasts for 4 years and from the 7th grade in the regions where primary education lasts for 6 years and continues until the 10th grade. The difference between Realschules and Hauptschules is that their primary education and curriculum are more comprehensive, vocational education and higher education opportunities are richer.

Gesamtschule: It starts from the 5th grade in the regions where primary education lasts 4 years and from the 7th grade in the regions where primary education lasts 6 years and continues until the 10th grade and is an integrated version of hauptschule, realschule and gymnasium.

Secondary Level II/High School (Sekundarstufe II)

Second level of secondary education is not compulsory in Germany. Students can choose from various schools according to their proficiency and academic success at this level as they do in the previous level. This level includes schools providing vocational education, general education, institutions preparing students for higher education and higher education institutions (13).

Berufsfachschule: It is a full-time vocational school. The length of education is 1-3 years. Graduates of this school receive a certificate.

Fachoberschule: It is a full-time technical secondary school. These are the schools that prepare students for specialized higher institutions. They are two-year schools and comprises grades 11 and 12. Graduates can apply to higher education institutions.

Berufsoberschule: (full-time vocational school) Every young person who has completed Hauptschule or has left this school and want to be brought to life shortly must continue to Berufsschule. These schools are generally for 3 years. Vocational courses are taught along with German, Politics, Religion and Physical Education in these schools.

Berufsfachschule is school that both prepare for the profession and provide the opportunity to attend higher schools. Students can choose a profession they desire in these schools and they also study general culture courses in addition to vocational courses. The education period of these schools is at least one year and at most three years. They receive a certificate according to the program they have completed.

Those who graduate from these schools can continue their education in Fachoberschule or Höhere Handelsschule if they want to have a vocational high school graduation in Germany.

Higher Education

Students who successfully complete the Abitur exam (The a Zeugnis der Allgemeinen Hochschulreife) are awarded a general higher education entrance qualification certificate. In order to obtain this document, it is required to get an average of 4 or a minimum of 280/300 points.

Students who have completed vocational education receive a school leaving certificate on the subject they have completed. The exam is held in 4 or 5 courses. Students with a grade-point average of 4 or higher are considered successful provided that at least 2 courses in academic standards are German, two of the foreign language or mathematics courses and one of the compulsory courses determined by the region. It can be written and oral.

Since Germany is a democratic, federal parliamentary republic and universities are autonomous institutions, the higher educational system differs among states.

The German higher educational system is built on the concepts of University (Universität) and Higher Institution (Fachhochschule). The backbone of higher education is the three types of university: classical university, college, and technical university (technische universität). Higher Institution are universities that provide professionally focused undergraduate education to meet the need for qualified personnel in the market.

The length of undergraduate education (Bachelorstudium) at universities is 6 terms (3 years). After 4-term basic education (Grundstudium) at universities, a midterm exam (Zwischenprüfung) is usually held. Students who succeed in this exam begin the Main Education process that will take 2 terms. Students specialize in this area by focusing on the department they are studying at this stage.

In order to graduate from universities, a degree thesis (diplomarbeit) must be written. Students who successfully complete all their courses and whose thesis is accepted will be graduated. Some departments such as teaching and law have a final exam (abschlussprüfung-Staatsexam) and students are asked to pass this exam in order to graduate.

Primary Education Curriculum in The German Education System

Since Germany consists of 16 states, education is left to each state's own management system, rather than having a single center. There are generally two systems in primary education. In some states, primary education continues from the first grade to the fourth grade, while in some states it continues from the first grade to the end of the sixth grade. The

examples of the most commonly used training curricula are given in Tables 1 and 2.

Table 1. Example of Course Distribution Schedule for the Primary School in Hamburg

	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Sports	2 Hours*	3 Hours	3 Hours	3 Hours	3 Hours	3 Hours

* In the first year, an integrated approach is applied and different courses are taught.

Physical education and sports lessons are carried out 2 hours a week in the first class and 3 hours a week from the 2nd grade to the 6th grade in the provinces where the primary school is 6 years.

Table 2. Example of Course Distribution Schedule for the Primary School in Munich

	First Grade	Second Grade	Third Grade	Fourth Grade
Sports	2 Hours	3 Hours	3 Hours	3 Hours

Physical education and sports lessons are carried out 2 hours a week in the first class and 3 hours a week in the 2nd, 3rd and 4th classes in the provinces where the primary school is 4 years.

Secondary School Curriculum in the German Education System

In the German education system, secondary school, that is the first secondary level is planned according to the interests, abilities and achievements of the students. Schools called as Hauptschule are schools where students who do not have much success are directed. Students with moderate success are directed to schools called Realschule. More successful students are trained in Gymnasium schools for college or university preparation. The integrated schools of Hauptschule, Realschule and Gymnasium are called Gesamtschule. They are a kind of multi-program schools. They are built to minimize the disadvantages that may occur in the German education system where the early orientation program is used. The distribution of physical education and sports classes by grades based on the most commonly used course curricula in general is given in the tables below.

Table 3. Course Distribution Schedule for the Secondary School in the state of Lower Saxony (Haupt and Realschule)

	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Average course of 4 years	%
Physical Education	3 Hours	3 Hours	3 Hours	3 Hours	12 hours	9,52

Table 4. Course Distribution Schedule for the Secondary School in the state of Berlin (Gymnasium)

	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Average course of 4 years	%
Physical Education	3 Hours	3 Hours	3(2)* Hours	3(2)* Hours	12 (4) Hours	10,17

* Can be chosen as an elective course.

Physical education and sports lessons are held 3 hours a week in all classes in Gymnasium schools. When the average of 4

years is examined, it is seen that physical education and sports courses have a rate of 10,17% in the entire curriculum. In addition, 2 hours per week can be chosen as an elective course in the 9th and 10th grades.

Table 5. Course Distribution Schedule for the Secondary School Gesamtschule (Integrierte)

	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Total of 5-10
Sports	3 Hours	3 Hours	3 Hours	3 Hours	2 Hours	2 Hours	16 Hours/ 8,83%

Physical education lessons are carried out 3 hours a week in grades 5 to 8, and 2 hours a week in grades 9 and 10 in Gesamtschulen (Integrierte) schools. Physical education and sports lessons have a share of 8,83% in the total hours of the lessons.

Table 6. Course Distribution Schedule for the Secondary School (Kooperativer) Gesamtschulen

	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	Total of 5-9
Sports	3 Hours	3 Hours	3 Hours	3 Hours	2 Hours	14 Hours/ 8,75%

Physical education lessons are carried out 3 hours a week in grades 5 to 8, and 2 hours a week in grade 9 in the Kooperativer type of Gesamtschulen schools. Physical education and sports lessons have a share of 8,75% in the total hours of the lessons.

High School (Sekundarstufe II) Curriculum in the German Education System

Education is not compulsory in the second level of secondary education called high school. It is divided into 3 types: Berufsfachschule, Fachoberschule and Berufsoberschule. The difference between Berufsoberschule and Fachoberschule is that those who have at least five years of professional experience and a Secondary School Certificate (Mittlere Reife) continue to Berufsoberschule, but students continue to Fachoberschules with just a Mittlere Reife certificate. Graduation exams are held in 12th or 13th grades in both school types.

Table 7. Course Distribution Schedule in Berufsfachschule (Bavyera)

	Tenth Grade	Eleventh Grade	Twelfth Grade	Total	%
Sports	2 Hours	2 Hours	2 Hours	6 Hours	5,26

It is seen that physical education and sports lessons are carried out 2 hours a week in all classes. It is determined that it has a 5.26% share in the total course hours.

Table 8. Fachoberschule–Vocational High School Course Distribution Schedule according to branches

	Eleventh Grade	Twelfth Grade	Thirteenth Grade	Eleventh Grade	Twelfth Grade	Thirteenth Grade	Eleventh Grade	Twelfth Grade	Thirteenth Grade
Sports	-	2 Hours	-	-	2 Hours	-	-	2 Hours	-

It is seen that it is carried out 2 hours weekly only in the 12th grade in Social, Economics, Technical Vocational Secondary Schools.

Table 9. Berufsoberschule (Bamberg/Bavyera) Vocational High School Course Distribution Schedule

	Twelfth Grade	Thirteenth Grade
Sports	-	-

As seen in Table 9, Berufsoberschule high schools do not have physical education and sports classes.

Examination of Education System in Türkiye

Türkiye has made fundamental changes in educational programs, first of all with the enactment of the Unification of Education Law in Türkiye on 3 March 1924. It is seen that the targets are based on three bases such as how to raise a generation, on what purposes and on what type of ground would it take place in the Turkish Education system. These are;

1. To provide national cultural unity,
2. To promote citizenship education and primary education,
3. To train the skilled manpower that Türkiye needs (14).

Many studies have been carried out in practice in line with these basic goals. Each part of this system, which includes hundreds of educational institutions and students, unites and forms the National Education system (15). According to the National Education Law No. 1739, Formal education is grouped under four headings: preschool, primary education, secondary education and higher education.

Pre-School Education

Teacher schools were opened in order to train teachers for kindergarten (pre-school) in Türkiye in 1915 and teacher candidates were trained for a year. This school which was in service for 4 years was closed in 1919 due to the given emphasis on primary education because of low literacy rate and lack of sufficient budget. The kindergarten was not opened officially until 1961 (16).

Pre-school education departments were established in some universities with the establishment of the Higher Education Institution in 1980. Pre-school education made compulsory in 32 cities in 2009 (17).

Primary Education

Children who have completed 66 months from the beginning of education year can register for the first grade. Children between 60–66 months old who are determined to be ready for primary education have the right to register with the permission of their parents and those who are 69–71 months old can postpone their enrollment for one year if they document that they are not ready to start primary school with a health report.

Primary education, which covers 5 years of education until 1997, had been 8 years (5 + 3) since 1997-1998 academic year (Korkmaz, 2005). It was aimed to increase the participation of compulsory education by distributing textbooks to students free of charge in the 2003-2004 academic year.

The transition to the 4 + 4 + 4 education system was made with the amendment of the law numbered 6287 published in the official newspaper on April 11, 2012 (18).

Secondary Education

The name of "Sultani" was changed to "high school" at the meeting of the Education Committee on July 15, 1923. It is stated that the number of high schools, which was 55 at that time, increased rapidly after 1923 and reached 74 (19).

It was decided that high schools would be 4 years in 1949. However, it was again reduced to 3 years with the subsequent amendment. Three years of education until 2015 was transformed into four years of education after 7 June 2015. It has been observed that there were intensive studies on vocational and technical high schools, and students were tried to be directed to these high schools. However, the increasing number of students and lack of classrooms led to new systems. Instead of class passing system, the transition was made to the credit system in 1991-1992. The Open Education High School, where older people can apply without an age limit to be a high school graduate, was established in 1992 (20).

Secondary education, initially referred to as high school education, was named secondary education after being included in compulsory education. The aim of secondary education is to prepare students for higher education and business life in line with their abilities. It is divided into 3 sections within its structure accordingly. These are; Anatolian High Schools, Science High Schools and Social Sciences High Schools.

Higher Education

The Higher Education is defined as the system that includes institutions providing at least two years of higher education based on secondary education according to the Higher Education Law No. 2547 which came into force in 1973.

Social changes, political events, technological developments required by that day often led to changes in Higher Education. Law No. 2547 came into force on 6 November 1981 because of the political events in the country and discussions about the content of the Law No. 1750. As a result of this development, the Higher Education System was separated from the Continental Europe model and the Anglo Saxon system was adopted.

Türkiye has been formally incorporated the Bologna process, began in Europe in 1998, in 2001. The higher education institution, which was included in the European Region Action Scheme for the Mobility of University Students in

2014 after the Bologna process, was able to accept and send students to higher education institutions from different countries.

Primary Education Curriculum in the Turkish Education System

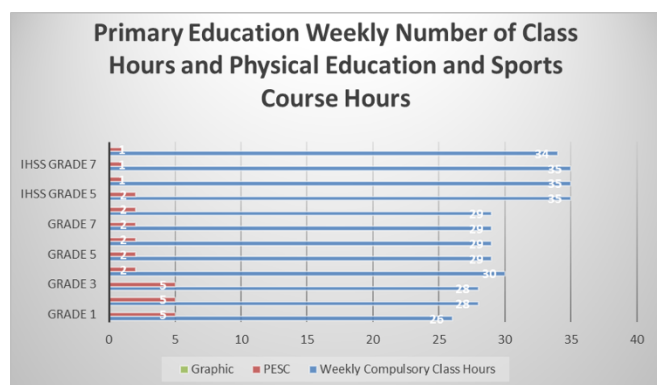
Compulsory education in the Turkish education system covers the 6-18 age range. Physical Education and game lessons are applied instead of physical education and sports lessons in the first level of primary education. In this system where 4 + 4 + 4 education system is applied. This course which is applied by the classroom teacher instead of the branch teacher is applied in a total of 17 hours in the first level of primary education, provided that it is compulsory for 5 hours in the 1st grade, 5 hours in the 2nd grade, 5 hours in the 3rd grade and 2 hours in the 4th grade per week.

There are elective courses as well as compulsory courses in the second level of primary education. There are two types of secondary schools in the Turkish education system. After the 4th grade students attend Imam Hatip Secondary Schools with the demands of the students. Physical education and sports lessons are taught in general secondary schools for 2 hours a week and 2 hours as an elective course in the 5, 6, 7 and 8 grade. Sports lessons are compulsory for 2 hours a week in 5th grade and an hour a week in the 6,7,8 grades in Imam Hatip Secondary Schools. At the same time, all grades are taught as an hour as an elective course (21).

Table 10. Course Distribution Chart in the 1st and 2nd Level of Primary Education

	Primary Education Institutions and Classes											
	First Level				Second Level				Imam-Hatip Secondary School			
Sports Lesson	1	2	3	4	5	6	7	8	5	6	7	8
Compulsory	5	5	5	2	2	2	2	2	2	1	1	1
Elective	-	-	-	-	2	2	2	2	1	1	1	1

As shown in Table 10 the course carried out with the name of physical education and games in the primary schools in Türkiye is carried out 5 hours a week in the grades 1-3 and 2 hours a week in the 4th grade. Physical education and sports lesson which is carried out 2 hours compulsory and 2 hours elective in a week in all grades in the second stage of primary education is carried out 1 hour compulsory and 1 hour elective in a week in the grades 6-7-8 in Imam Hatip Secondary Schools.



Graphic 1. The Place of Physical Education and Sports Course in Total Course Hours in the First and Second Level of Primary Education

*PESC: Physical Education and Sport Course

* IHSS: Imam Hatip Secondary School

Secondary Education Curriculum in the Turkish Education System

Secondary education is divided into several areas according to students' interests, abilities, and success in the Turkish Education System. Although it is generally referred to as Anatolian High School, Science High School and Social Sciences High School, there are also Fine Arts, Vocational High Schools, Imam Hatip High Schools and Sports High Schools. The presence of preparatory classes in some of these high schools which have 4 years of education increases the education year to five years.

Table 11. Course Distribution Schedules in Secondary Education Institutions (High School)

Secondary Education Institution (High School)	C/E	Prep	9	10	11	12
Anatolian High School	Compulsory	-	2	2	2	2
Anatolian High School	Elective	-	2	2	2	2
Anatolian High School with a Prep Class	Compulsory	2	2	2	2	2
Anatolian High School with a Prep Class	Elective	-	2	2	2	2
Social Sciences High School	Compulsory	4	2	2	2	2
Social Sciences High School	Elective	-	2	-	-	-
Sciences High School	Compulsory	-	2	2	2	2
Sciences High School	Elective	-	2	2	2	2
Anatolian Imam Hatip High School	Compulsory	-	2	1	1	1
Anatolian Imam Hatip High School	Elective	-	-	-	(1)(2)	(1)(2)
Vocational and Technical Anatolian High School	Compulsory	-	2	2	2	-
Vocational and Technical Anatolian High School	Elective	-	-	-	-	-
Fine Arts High School	Compulsory	-	2	2	2	2
Fine Arts High School	Elective	-	2	-	2	2
Fine Arts High School Turkish Folk Music Department	Compulsory	-	2	1	2	2
Fine Arts High School Turkish Folk Music Department	Elective	-	(1)(2)	-	(1)(2)	(1)(2)
Fine Arts High School Turkish Art Music Department	Compulsory	-	2	2	2	2
Fine Arts High School Turkish Art Music Department	Elective	-	2	-	2	2
Fine Arts High School Visual Arts Department	Compulsory	-	2	1	2	2
Fine Arts High School Visual Arts Department	Elective	-	2	-	-	2

When Table 11 is examined it is seen that physical education and sports lessons are applied 2 hours a week in some departments of Anatolian, Science, Social Sciences and Fine Arts High Schools. In the last grades of Vocational and Technical Anatolian High Schools Physical Education and Sports lessons are not available due to field / branch course hour intensity and field studies courses.

Table 12. Comparative Analysis of German and Turkish Curriculum

Türkiye	Germany
There is only one education system	The education system changes according to the states.
Physical education and games in the primary schools is carried out 5 hours a week in the grades 1-3 and 2 hours a week in the 4th grade.	Physical education and sports lessons are carried out 2 hours a week in the first class and 3 hours a week in the 2nd, 3rd and 4th classes in the provinces where the primary school is 4 years. They are carried out 2 hours a week in the first class and 3 hours a week from the 2nd grade to the 6th grade in the provinces where the primary school is 6 years
The education system is compulsory as 4 + 4 + 4 years.	The education system is carried out as 4 + 6 + 3 or 6 + 4 + 3. High school is not compulsory.
There are 2 options after primary education.	There are 4 school preferences according to the interest and success of the students after primary education.
Physical education and sports lessons are taught in general secondary schools for 2 hours a week and an hour a week in the 6,7,8 grades in Imam Hatip secondary schools	It is taught 3 hours a week up to 8th grade in all secondary school types, 2 hours a week in schools with 9 and 10th grades, and 3 hours a week and 2 hours elective in the 9th and 10th classes only in Gymnasium schools
In general, physical education lessons are taught 2 hours a week in all high school types. It is carried out as 1 hour in some intermediate classes of some high school types.	It is conducted 2 hours a week in Berufsfachschule schools, 3 types of Fachoberschule - Branch Vocational High Schools have 2 hours of physical education and sports classes only in grade 12. This course is not available in Berufsoberschule schools.
The orientation process of the students according to their interests, abilities and achievements is made in the transition to high school.	The orientation process of the students according to their interests, abilities and achievements is made after primary school.

Conclusions

Comparison of German and Turkish Curriculum

As a result, although physical education and sports lessons are carried out at different educational levels with different hours a week in both countries, we see that there are rates close to each other within the total course hours. As there are elective courses along with compulsory physical education and sport courses in the curriculum of Türkiye, doing more sports is left to the choice of the students and parents. The German curriculum has decreased hours of the physical education and sports classes in vocational high schools. It should not be forgotten that this course, which is only 2 times a week in 12th grade, actually meets the physical activity that all students need. Physical education and sports classes continues to be carried out for 2 hours a week in the 90 percent of all high schools in Türkiye. It is possible to overcome the disease and obesity caused by problems such as sedentary lifestyle, shortage of parks and playgrounds that come with digitalization through physical education and sports lessons. It is necessary to increase the hours of physical education and sports lessons at all levels in the schools of all countries, and to bring the way of living with exercise to people from a young age. Specialized sports activities or programs can be organized for students in vocational schools to encourage their regular participation in physical activities. Developing projects to increase physical activity opportunities in the school environment is crucial to address issues arising from the lack of parks and playgrounds. This initiative can provide students with more opportunities to engage in outdoor activities.

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GENİŞLETİLMİŞ ÖZET

Toplulukların varlıklarını sürdürebilmesinde ve uluslararası arenalarda söz hakkı sahibi olmasında eğitimin rolü oldukça büyüktür. Ülkelerin hazırladıkları gelecek vizyon raporlarında ilerleyen yıllarda eğitimde ilerleme ilk ve temel maddeler arasında yer almaktadır. Gelişmişliğin kabul edilen ölçüsü olarak belirlenmiş olan eğitim, çağdaş standartları içeren bir yapıda oluşturulması gerekmektedir

Tüm dünyadaki eğitim sistemlerinin her bir yapı içerisinde temel bilimler, sanat ve spor derslerinin olduğu görülmektedir. Dijitalleşme çağı ile birlikte hareketsiz yaşamın çoğaldığı günümüz dünyasında beden eğitimi ve spor derslerinin önemi gün geçtikçe artmaktadır. Profesyonel spor branşlarına yeteneği olan veya imkânı olmayan çocukların egzersiz ihtiyaçlarının karşılanması bakımından okullardaki beden eğitimi ve spor dersleri önem arz etmektedir.

Türkiye’ de beden eğitimi ve sporun tarihsel gelişimine baktığımızda 1920’lerden sonra genel olarak Alman eğitim sistemi ve çalıştırıcılarından etkilendiğini söyleyebiliriz. Alman cimnastikçiler Milli Eğitim Bakanlığı bünyesinde beden eğitimi ve spor öğretmenliği yapmışlardır. Aynı zamanda Türkiye’den Almanya’ya eğitim almak amacıyla birçok beden eğitimi ve spor öğretmen adayı gönderilmiştir. Kısaca Türk eğitim sistemi içerisinde yer alan beden eğitimi ve spor öğretim ve müfredatı yıllarca Almanya eğitim sisteminden etkilenmiştir. Bu çalışmanın amacı, Türk ve Alman eğitim sistemleri içerisinde beden eğitimi ve spor derslerinin incelenmesidir. Bu amaçla Almanya ve Türkiye resmi Milli Eğitim Bakanlığı siteleri ve alan yazında yapılan çalışmalar incelenerek veriler elde edilmiştir.

Bu araştırma nitel araştırma modellerinden biri olan doküman analizi yöntemiyle tasarlanmıştır. Almanya ve Türkiye’deki eğitim sistemlerine ilişkin bilgi/belgeler, resmi kurumların web siteleri ve araştırma makaleleri (Google Scholar, Academy, Web of Science, Researchgate) incelenerek elektronik ortamda hazırlanmıştır.

Alman cimnastik modelinin yanı sıra beden eğitimi ve spor öğretim model ve programlarının da Türk eğitim sistemine birçok yansımaları bulunmaktadır. Bu yansımaların günümüzdeki etkilerini, iki ülkenin farklı ve benzer yönlerini araştırmak amacıyla bu araştırma Almanya ve Türkiye örneklemiyle sınırlandırılmıştır.

Beden eğitimi ve spor dersinin her iki ülkede farklı eğitim kademelerinde farklı saatler olarak yürütülse de toplam ders saatleri içerisinde birbirlerine yakın oranlar olduğunu

görmekteyiz. Türkiye müfredatlarında zorunlu derslerin yanı sıra seçmeli olarak da beden eğitimi ve spor derslerini entegre ederek daha fazla spor yapmayı öğrenci ve velilerin seçimine bırakmıştır. Almanya müfredatı mesleki liselerde beden eğitimi ve spor ders saatlerini oldukça düşürmüştür. Sadece 12. Sınıflarda haftada 2 kez olan bu dersin aslında tüm öğrencilerin ihtiyacı olan fiziksel aktiviteyi de karşıladığını unutmamak gerekir. Türkiye’deki tüm lise türlerinin yüzde 90’ında beden eğitimi ve spor dersi haftalık 2 saat olarak yürütülmeye devam etmektedir. Dijitalleşme ile gelen hareketsiz yaşam, park ve oyun sahaları sıkıntısı gibi sorunların doğurduğu hastalık ve obeziteyle mücadelenin beden eğitimi ve spor dersleri ile aşılması mümkündür. Tüm ülkelerin okullarındaki her kademedede beden eğitimi ve spor ders saatlerinin artırılarak, egzersiz ile yaşama biçimini küçük yaşlardan insanlara kazandırmak gerekmektedir.

Araştırma sonucunda, Türk-Alman eğitim sistemlerinin çok farklı olmasına karşın beden eğitimi ve spor müfredatlarında sınıflar bazında haftalık birer saat fazla veya eksik ders saatlerinin olduğu tespit edilmiştir. En büyük farkın ilköğretim birinci kademedede olduğu ve Türkiye Milli Eğitim müfredatı birinci kademe eğitim sisteminde beden eğitimi ve oyun dersi adı altında 1. sınıftan 4. sınıfa kadar haftalık 5 saat, 4. sınıfta ise 2 saat olarak yürütüldüğü görülmektedir. 4 yılın ortalaması Türkiye’de 17 saat iken, Almanya’da 11 saat olarak yürütülmektedir.