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Evaluation of Classroom Teachers' Views on the Change in Curriculums

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Abstract

Education systems need to be updated and changed depending on the reasons such as the development of technology and easier access to information. Due to the change and update of the education systems, the curriculums that guide the education also change. Teachers who are the implementer of the curriculums are directly affected by the changes in curriculums. This research, which aims to evaluate the views of the classroom teachers on the change in curriculums, was planned as a phenomenological research, one of the qualitative research methods. The research group consists of 21 classroom teachers working in primary schools in Samsun. The interview form prepared by the researcher was used to collect the research data. The obtained data were made meaningful by using content analysis technique. NVivo package program was used to model the findings obtained from the analysis. According to the findings, curriculums should meet the needs of the individual and the society. While making curriculum changes based on scientific and technological developments, cultural and national values are expected to be taken into account. It is understood that teachers are not sufficiently involved in the curriculum change process and the changes in curriculums are not considered positive enough. It is believed that the reasons for curriculum changes are based on the views of the MEB staff and the time interval of the changes are frequent. It is also understood that the changes are not suitable for meeting the human qualities needed by the country.

Keywords

Classroom teacher
Curriculum
Curriculum change

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Introduction

Countries are in an effort to educate individuals for their future and seek new solutions to the problems they encounter in the education system. New strategies and methods are being researched for individuals to benefit from the education they receive in the most beneficial way. (Butakın and Özgen, 2007). Education systems that want to make individuals better equipped need new approaches (Sünkür, Arıbaş, İlhan, and Sünkür, 2012). Individuals, who are the outputs of education systems, should gain some skills and attitudes in order to be able to understand the world and to adapt to change by progressing towards self-realization (Karadağ, 2012). While setting educational goals, taking into account the social-cultural structure and the economic priorities of the country, systems that can be sustained for many years should be worked on. (Yıldız and Yıldız, 2016).

Education systems have become a structure that must be updated due to the rapid progress and change of information, technology and science. The updating of education systems cannot be done without changing the curriculums that act as the guide of the system. It is thought that it will be easier for education to reach the desired goals and objectives with the curriculum prepared according to the needs (Çıray, Küçükyılmaz, & Güven, 2015). While explaining the education, it cannot be considered independent from the curriculum. Curriculum features help teachers increase their knowledge of specific teaching topics. Based on this, one can be more flexible in new situations (Davis & Krajcik, 2005).

Curriculums serve as a guide for the education system. For the first time, the curriculum, which is the Latin concept that defines the oval-shaped running track on which race cars race in Rome, has started to be used in education meaning "the followed path"(Oliva, 1988, s. 4). While societies raise individuals, they start to question their curriculums with certain standards (Egan, 1978). Since curriculum development is not a static process, it is not possible for such activities to remain the same (Kelting-Gibson, 2005). It is not possible for the curriculum that put into practice without preparing the necessary conditions and infrastructures to achieve the expected success. We can see this situation in the curriculums that were removed from the application before (Aykaç, 2007). The fulfillment status of educational institutions can only be determined as a result of the evaluation of the curriculums they implement with the participation of all their stakeholders (Yüksel, 2010). With the change and development of the world, the need for trained human sources that countries need is changing day by day. In order to meet the human qualifications that countries need, education systems and curriculums, which are the guides of education systems, need to be changed.

A feature of the education system in Turkey is also known to have been exposed to frequent changes to the system. It has become a necessity for societies to achieve scientific and technological advances that are rapidly emerging in the world (Geçit, 2008). According to Şahin (2009), Turkey's curriculum development history was started in 1924 and updated many times during the history of the Republic, depending on the need and replaced if necessary. In the 1926 curriculum, in addition to the titles of the courses, there are important details that need to be taken into account in the process of the purpose and subjects. In addition, concepts such as life science that takes place in the report of John Dewey when he was in the invitation of Turkey are included in this curriculum (Şahin, 2009). In 1930, the Village Schools Curriculum was prepared in order to educate the students in the village according to the conditions and needs of the village, in a way to adhere to the principles of the city schools' curriculum (Tekışık, 1992). The 1948 curriculum was implemented for 20 years. The basis of the 1948 curriculum was the production of knowledge, and the goals of education were divided into four according to national education: social, personal, human relations and economic (Şahin, 2009). In Turkey, due to the impact of the constructivist approach towards the end of 1990s, a large-scale study was carried out to create new primary education curriculums in 2004. (Erdoğan, Kayır, Kaplan, Ünal, and Akbunar, 2005). In 2005, the constructivist approach was taken as a basis by abandoning the behavioral approach in primary education curriculums (Şahin, 2009). The curriculums put into practice by adopting a constructivist approach in 2005 have received criticism from some aspects. It has been argued that the new curriculum emerged as a result of the view that human beings should be seen as a capital in the globalizing world and that this capital should be developed (İnal, 2006). Most of the educators continued to teach in the way they were used to, despite the newly created approach and curriculum. As the curriculum changes were not accepted, they were not implemented (Baş,

2011). Achieving the expected success of newly created curriculums based on needs is as important as the process of creating them. Good processing of recommendations and feedback, including all stakeholders of the revised or newly created curriculum, contributes to success (Mitchell, 2016). It is known that after 2005, changes were made in the curriculums in 2009, 2015, 2017 and 2018.

In Turkey, changing all curriculums in 2005, although presented as a revolutionary project, it did not achieve the expected impact and success in all areas of the country. Especially, the curriculum of many courses started to change in 5 years after 2005 due to the continuity of educational inequalities with the size of the country, the perspective of the teacher dimension to the curriculum change or the state of readiness and political effects. 2018 has been one of the years in which important changes were experienced in the curriculum in our education history. It is inevitable to change the curriculum depending on the needs of the society with the rapid development of science and technology. The implementation process of the curriculum is as important as the changing process. After the development of the curriculum, the most important factor for success in the application process is the attitudes of the teachers towards the implementation of the curriculum. In this study, it is aimed to reach the following sub-goals in order to evaluate the opinions of classroom teachers on the change of curriculum, which is one of the main components of educational activities; what features a curriculum should have, implementation period of the curriculums, factors to be considered in curriculum changes, teacher participation in curriculum changes, positive aspects of curriculum changes, causes of curriculum changes in Turkey, frequency of curriculum changes, suitability for the human qualifications the country needs in the change of curriculum, problems the curriculum is expected to solve, preparation of suitable conditions in schools for the changes in curriculum, suitability of the new curriculum for scientific and technological developments, orientation process for the change of the curriculum, lessons that need a curriculum change and how an ideal curriculum should be.

Method

Research Model

Phenomenology design, one of the qualitative methods, was used in this study, which aims to evaluate the opinions of classroom teachers on the change of curriculum. Sources of access to data in phenomenology design consist of individuals who live and experience the subject (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2017).

Working group

In determining the study group, a sample was formed from classroom teachers with at least 15 years of professional experience by using the criterion sampling method, one of the purposive sampling methods. Purposive sampling is the selection of situations suitable for the purpose of the research (Büyüköztürk et al., 2017). Participants are 21 classroom teachers, 7 women and 14 men who have at least 16-20 years and at most 36-40 years of experience and are between 39 and 62 years old. 12 of the teachers consider themselves professionally competent, 7 consider themselves moderately competent and last 2 teachers consider themselves incompetent.

Data Collection Tools

A semi-structured interview form consisting of 14 questions prepared by the researchers was used to collect the research data. Semi-structured interviews can combine both simple alternative answering and in-depth data collection on the subject under investigation (Büyüköztürk et al., 2017). The interview form created was examined in detail by the researchers and took its final form by taking the opinions of 2 professors and senior classroom teachers.

Reliability and Validity Studies

Two different analyzes were made and compared with each other during the analysis process in order to ensure the reliability of the data. During the coding process of the data obtained as a result of the interviews, 2 different encoder analysis and the percentage of agreement between them (79%) is an issue that increases the reliability. In order to ensure the validity of the interviews with the participants, the interview recorded on the computer during the interview was asked to be read and

approved by the participant. In addition, the opinions of the participants were supported by direct quotations.

Collection of Data

The research data were collected during the 2018-2019 academic year, by having 30 to 45 minutes of interviews with classroom teachers working in primary schools in Samsun, by typing on the researcher's computer.

Analysis of Data

The research data were made meaningful by using the content analysis technique. This analysis method can be defined as a systematic and renewable analysis technique in which a text is summarized with smaller content categories by coding within certain rules (Büyüköztürk et al., 2017). NVivo package program was used to model the findings.

Results

In this part, findings regarding the opinions of classroom teachers on the change of curriculum are included.

Findings Regarding the Features that a Curriculum Should Have

The first question of the research is "What features do you think a curriculum should have?" The answers given by the participants to the question are shown in Figure 1, Figure 2, Figure 3 and Figure 4.

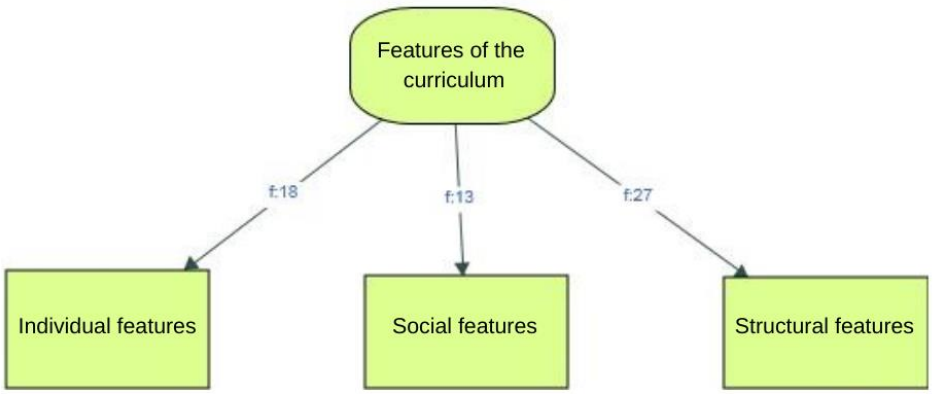

Figure 1. The features that a curriculum should have

According to the answers given by the classroom teachers, the features of the curriculum were divided into three upper categories. These categories are individual features, social features and structural features.

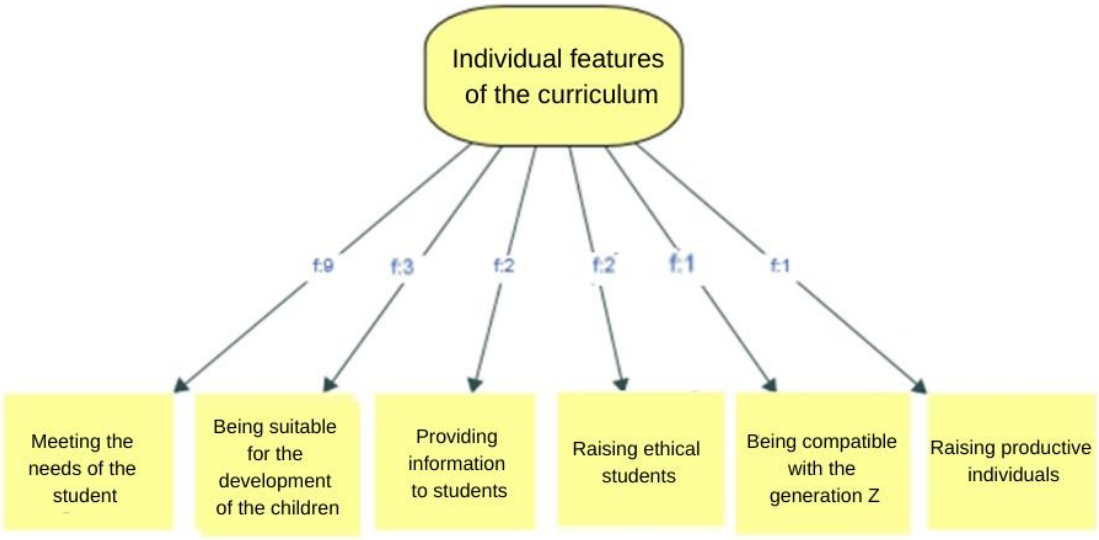

Figure 2. The individual features that a curriculum should have

The individual features of the curriculum according to the participants' answers are; meeting the needs of the student(f:9), being suitable for the development of the children(f:3), providing information to students(f:2), raising ethical students(f:2), being compatible with the generation Z(f:1), raising productive individuals(f:1). Some of the participants who gave their opinions about the individual features of the curriculum are as follows.

(CT-7) *"The curriculum should emphasize the individual characteristics of the student. Raising good individuals is more important than gaining a profession. Curriculums should prioritize raising good moral individuals."* (Raising ethical students).

(CT-4) *"A curriculum should be suitable for the developmental period of the child. There are great difficulties in achieving the achievements and goals in the curriculums prepared without considering the development period of the student."* (Suitable for the development of the children).

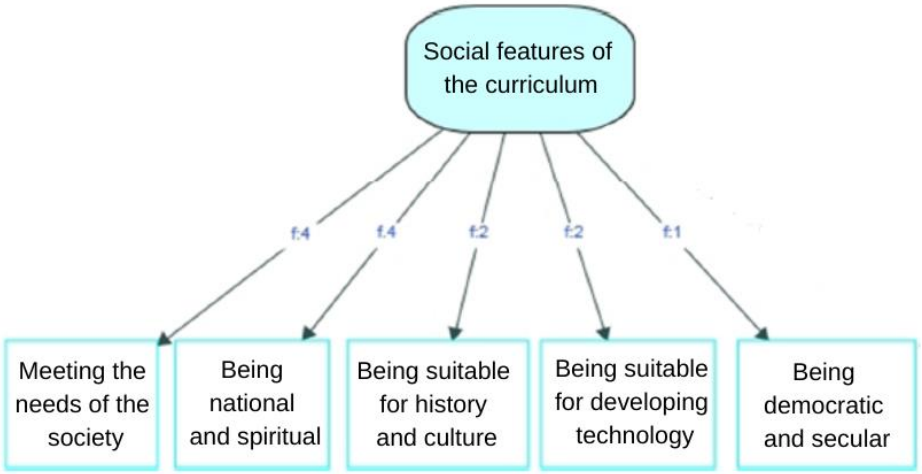

Figure 3. The social features that a curriculum should have

The social features of the curriculum according to the participants' answers are; meeting the needs of the society(f:4), being national and spiritual(f:4), being suitable for history and culture(f:2),

being suitable for developing technology(f:2), being democratic and secular(f:1). Some of the participants who gave their opinions about the social features of the curriculum are as follows.

(CT -9) *"The curriculum should convey the history, culture, living together and the past of the country to the students."* (being national and spiritual).

(CT -21) *"The curriculum should create a world of philosophy, taking into account the realities, geography, culture, history and ideals of the country."* (being suitable for history and culture).

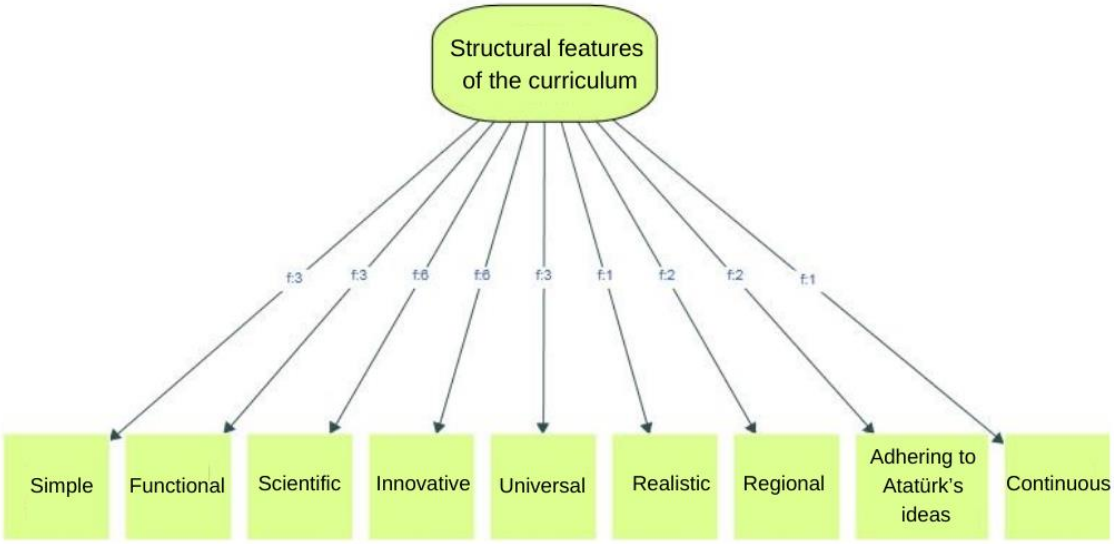

Figure 4. The structural features that a curriculum should have

The structural features of the curriculum according to the participants' answers are; simple(f:3), functional(f:3), scientific(f:6), innovative(f:6), universal(f:3), realistic(f:1), regional(f:2), adhering to Atatürk's ideas(f:2), continuous(f:1). According to the participants, the most repeated opinion was that the curriculums were innovative and scientific. Some of the opinions of the participating classroom teachers are given below.

(CT -10) *"A curriculum should prepare the individual for life, be purified from unnecessary knowledge and skills."* (functional).

(CT -12) *"The frequency of change in a curriculum is very important. It should not change and it should be continuous."* (continuous).

Findings Regarding the Implementation Period of the Curriculum

The analysis results of the answers given to the question *"How many years do you think a curriculum should be implemented on average? Why?"* are given in Figure 5.

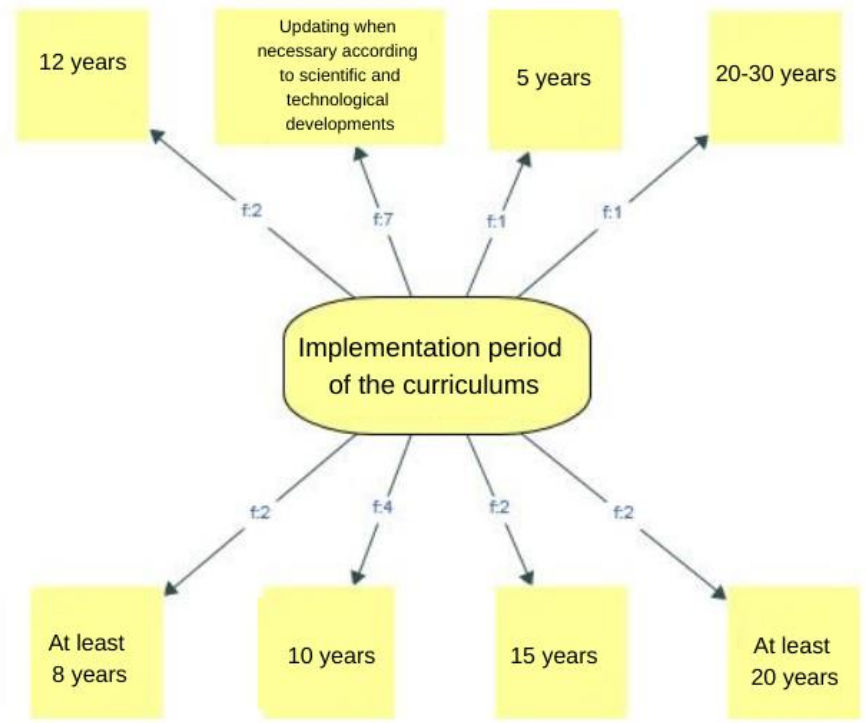

Figure 5. Implementation period of the curriculums

According to the analysis results of the answers given regarding the implementation period of the curriculum, the durations of the implementation of a curriculum are; 12 years(f:2), 5 years(f:1), 20-30 years(f:1), at least 8 years(f:2), 10 years(f:4), 15 years(f:2), at least 20 years(f:2), updating when necessary according to scientific and technological developments(f:7). According to the participants, the most repeated and remarkable opinion was "updating when necessary according to scientific and technological developments". Some opinions are as follows.

(CT -2) *"It must be at least 8 years because children must finish school with the curriculum they started. For example, we started with handwriting, but now we have moved to basic letters. This situation causes children to be badly affected."* (At least 8 years).

(CT -5) *"A curriculum should not change for a person from kindergarten to higher education, but it should be updated according to the changing and developing technology and science."* (Updating when necessary according to scientific and technological developments).

Findings regarding the factors to be considered in curriculum changes

The analysis results of the answers given to the question *"What factors should be taken into consideration when making a curriculum change?"* are given in Figure 6.

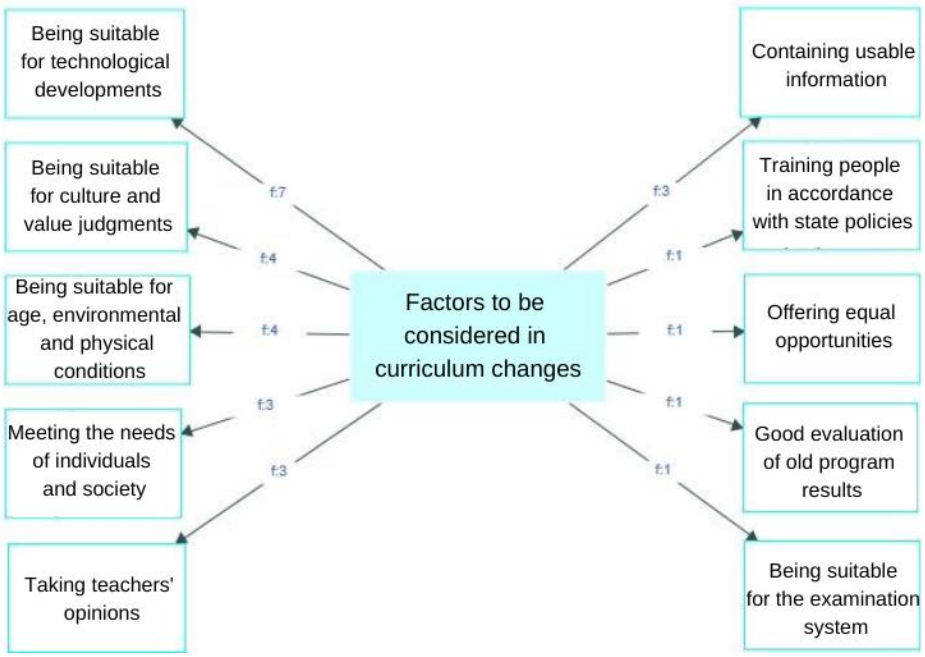

Figure 6. Factors to be considered in curriculum changes

According to the teachers' answers, the most repetitive factor that should be considered in the process of changing the curriculum is "being suitable for technological developments" (f:7). The other factors are; being suitable for culture and value judgments(f:4), being suitable for age, environmental and physical conditions(f:4), meeting the needs of individuals and society(f:3), taking teachers' opinions(f:3), containing usable information(f:3), training people in accordance with state policies(f:1), offering equal opportunities(f:1), good evaluation of old curriculum results(f:1), being suitable for the examination system(f:1). Some opinions regarding the factors to be considered in curriculum changes are as follows.

(CT -1) *"It should definitely be in contact with the countryside, not with the central cities. Ideas should be taken from the countryside and there should be dialogue. In other words, the opportunities between the school in Ankara, Çankaya and the school in Samsun, Alaçam are not the same. It does not provide equal opportunity, so it should be suitable for the conditions."* (Offering equal opportunity).

(CT -16) *"The cultural structure, folklore and music of the society should be taken into consideration. Foreign countries make a computer game and they can affect your culture badly because of those who play this game. There must be games about our culture and history. It should be the game that digitizes the culture. It should transfer culture using technology."* (Being suitable for culture and value judgments).

Findings Regarding the evaluation of teacher participation in curriculum changes

The analysis results of the answers of the classroom teachers given to the question *"How do you evaluate the teacher participation in curriculum changes in Turkey?"* are given in Figure 7.

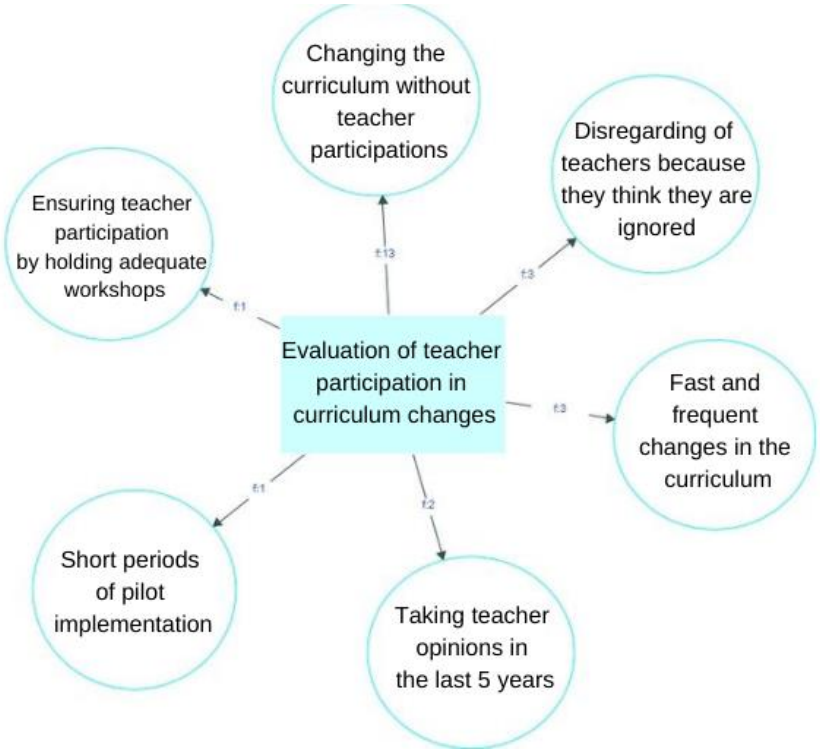

Figure 7. Evaluation of teacher participation in curriculum changes

According to the teachers' answers, the most repetitive opinion about the evaluation of teacher participation in curriculum changes is "changing the curriculum without teacher participations" (f:13). Other opinions are; disregarding of teachers because they think they are ignored(f:3), fast and frequent changes in the curriculum(f:3), taking teacher opinions in the last 5 years(f:2), short periods of pilot implementation(f:1), ensuring teacher participation by holding adequate workshops(f:1). Some thoughts about this topic are below.

(CT -3) *"Curriculums are presented to teachers when they are already prepared. We are informed after the curriculum is made. More effective results will occur if the curriculum is presented to us before it changes. Teacher participation is not enough right now ".* (changing the curriculum without teacher participation).

(CT -18) *"I think there is no teacher participation. Survey to schools etc. I have never witnessed it."* (changing the curriculum without teacher participation).

Findings regarding the positive aspects of curriculum changes

The analysis results of the answers of the classroom teachers given to the question *"Which aspects of curriculum changes do you find positive?"* are given in Figure 8.

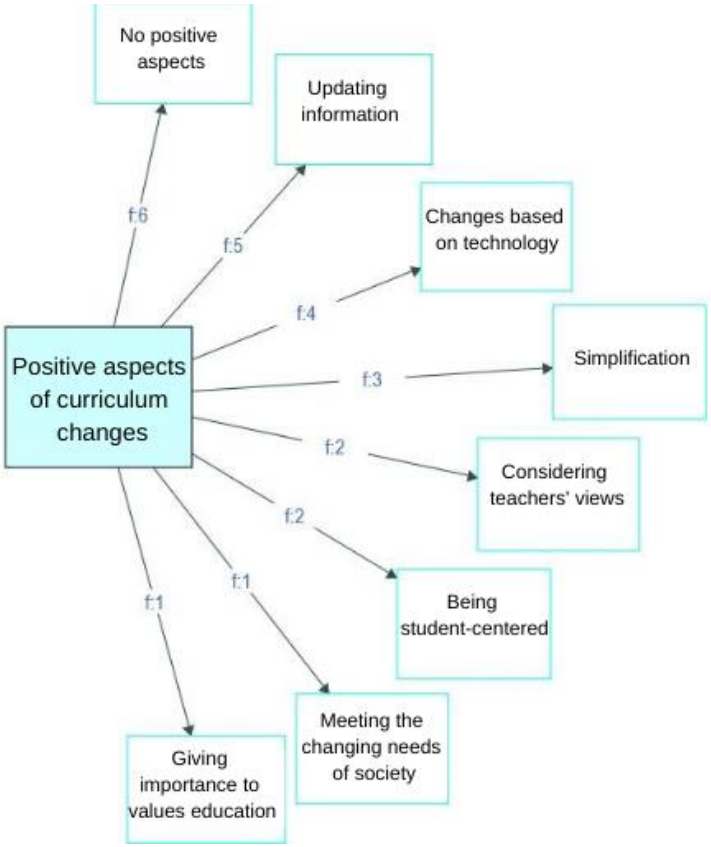

Figure 8. Positive aspects of curriculum changes

According to the opinions of the participants, "no positive aspects" was the most repetitive opinion. Other opinions are; updating information(f:5), changes based on technology(f:4), simplification(f:3), considering teachers' views(f:2), being student-centered(f:2), meeting the changing needs of society(f:1), giving importance to values education(f:1). Some teachers' views on the positive aspects of the curriculum are listed below.

(CT -14) *"I find it positive in terms of updating the information. In other words, updating the available information. I find it positive to remove unnecessary information. We are getting away from stereotyped information."* (Updating information).

(CT -20) *"There was a huge problem with handwriting. In this country, we find it positive to change the curriculum based on technology, but I find it negative to change it before the product comes out."* (Changes based on technology).

Findings regarding the causes of curriculum changes in Turkey

The analysis results of the answers of the classroom teachers given to the question *"What are the reasons for curriculum changes in Turkey?"* are given in Figure 9.

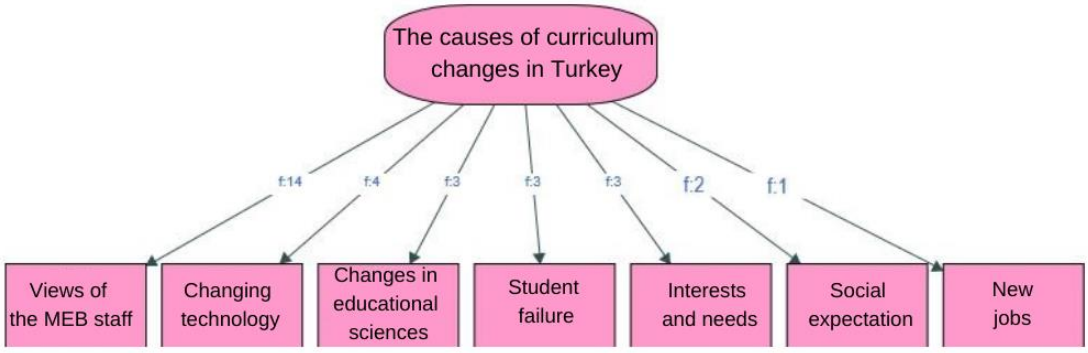

Figure 9. The causes of curriculum changes in Turkey

According to the opinions of teachers about the curriculum changes in Turkey, the most repetitive opinion is "views of the MEB staff" (f:14). In addition to this, changing technology(f:4), changes in educational sciences(f:3), student failure(f:3), interests and needs(f:3), social expectation(f:2), new jobs(f:1) are the other opinions. The remarkable answers given by some participants are as follows.

(CT -15) *"It may be that interests and needs are not met. Curriculums for the formation of social expectations are being changed."* (Interests and needs).

(CT -20) *"The feedbacks of the education system require updating. The curriculum is changed depending on the minister-oriented education policies. The new curriculum is changing with the new management."* (Views of MEB staff).

Findings regarding the frequency of curriculum changes

The analysis results of the answers of the classroom teachers given to the question *"How do you evaluate the implementation period of the curriculum and change frequency in Turkey?"* are given in Figure 10.

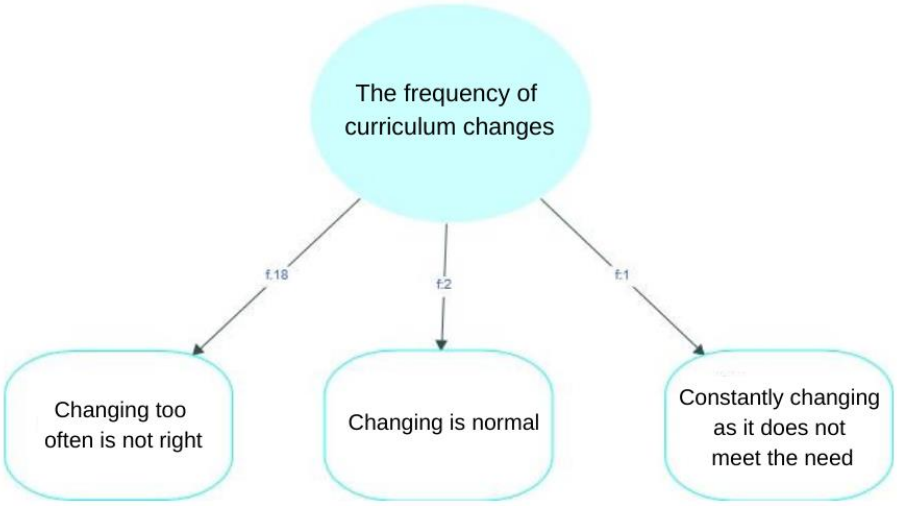

Figure 10. The frequency of curriculum changes

According to the answers of the teachers about the frequency of change in the curriculum, the following results have been found; changing too often is not right(f:18), changing is normal(f:2), constantly changing as it does not meet the need(f:1). The remarkable answers given by some participants are as follows.

(CT -21) *"Changes are made very often, but it should not be done this way, existing exam systems may force this change. Because it is interconnected."* (changing too often is not right).

(CT -9) *"The curriculum is not suitable for the frequency of change. When curriculums are constantly changing, the results are bad. We academically audit the outcome of the curriculum."* (changing too often is not right).

Findings regarding the suitability for the human qualifications the country needs in the change of curriculum

The analysis results of the answers of the classroom teachers given to the question *"How do you evaluate the suitability for the human qualifications the country needs in the change of curriculum?"* are given in Figure 11.

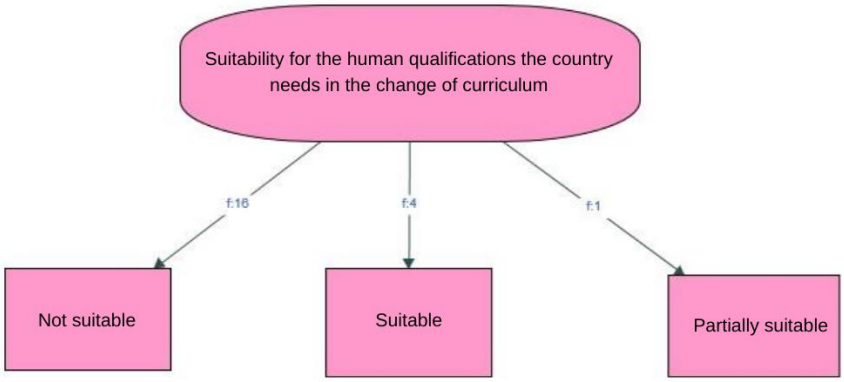

Figure 11. Suitability for the human qualifications the country needs in the change of curriculum

According to the participant answers on this topic, findings are listed as "not suitable(f:16), suitable(f:4), partially suitable(f:1)". It is an important finding that the majority of the classroom teachers who participated in the research found the suitability for the human qualifications the country needs in the change of curriculum, low or not suitable at all. The remarkable answers given by some participants are as follows.

(CT -11) *"First of all, while raising people, the aim should be individuals who will meet the needs of the society. We have enough workforce and we need ethical people to do this job. Curriculums in recent years address this need. Especially putting values education in curriculums is very effective."* (Suitable).

(CT -4) *"We are an agricultural society, but we are constantly moving away from agriculture. This situation is not suitable for our education system. There used to be village institutes. Now there are no teachers in the village and the villagers are not trained. The closure of schools in the village had a negative impact on our education system."* (Not suitable).

Findings regarding the problems the curriculum is expected to solve

The analysis results of the answers of the classroom teachers given to the question *"Which problems of the country or individuals should curriculums aim to solve?"* are given in Figure 12.

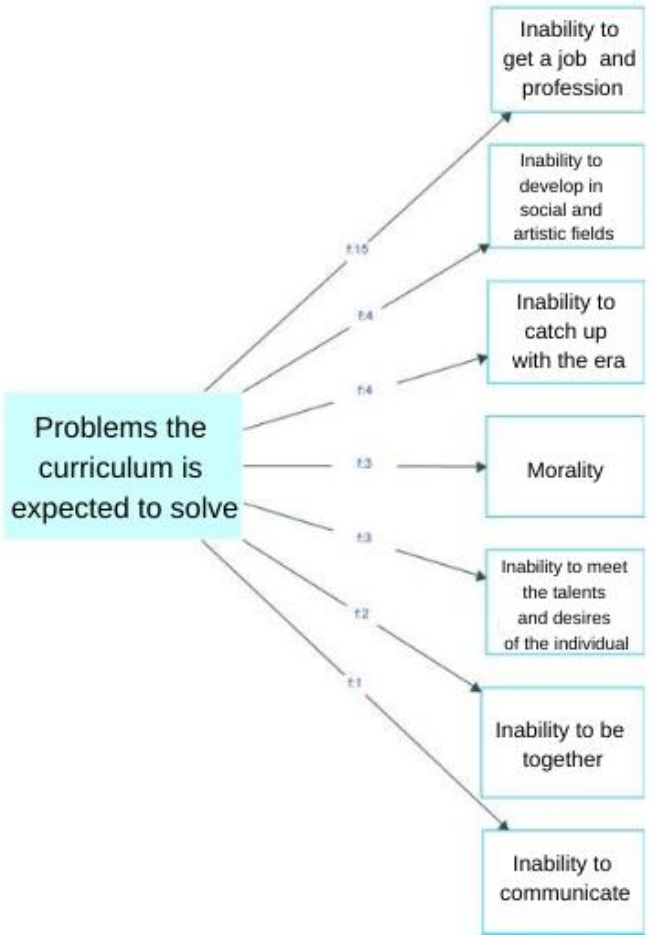

Figure 12. Problems the curriculum is expected to solve

According to the participants, the first problem that curriculum have to solve is inability to get a job and profession(f:15). Other opinions are; inability to develop in social and artistic fields(f:4), inability to catch up with the era(f:4), morality(f:3), inability to meet the talents and desires of the individual(f:3), inability to be together(f:2), inability to communicate(f:1). Some answers given by some participants are as follows.

(CT -5) *"We should solve the problem of society's inability to unite and strengthen the unity of people."* (Inability to be together).

(CT -19) *"It should be aimed at solving the problems of individuals in the field of acquiring a profession. What professions are there in the developing time and technology? It should be geared towards the professions of the future. First of all, it should solve the job problems."* (Inability to get a job and profession).

Findings regarding the preparation of suitable conditions in schools for the changes in curriculum

The analysis results of the answers of the classroom teachers given to the question *"Are suitable conditions prepared in schools for the changed curriculums?"* are given in Figure 13.

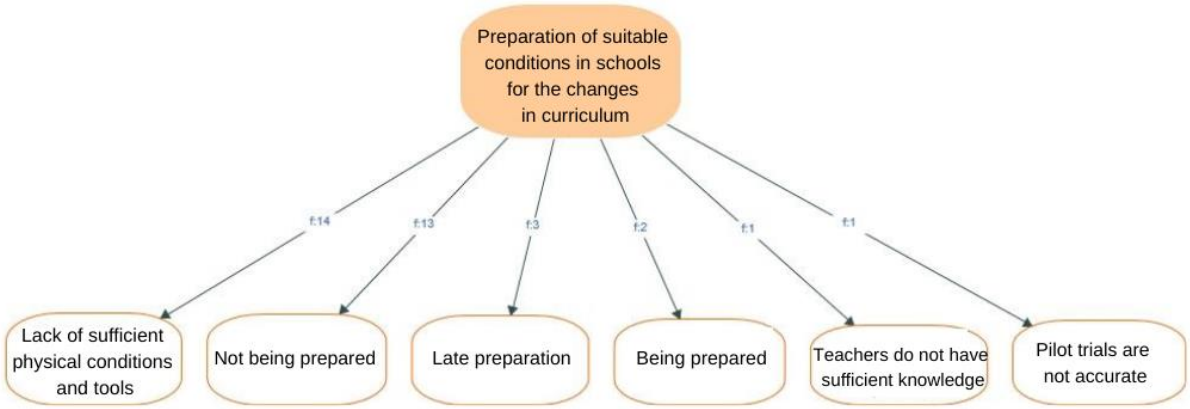

Figure 13. Preparation of suitable conditions in schools for the changes in curriculum

According to teachers' opinions, the most recurring opinion on the preparation of schools for curriculum changes is the lack of sufficient physical conditions and tools(f:14). Other findings are; not being prepared(f:3), late preparation(f:3), being prepared(f:2), teachers do not have sufficient knowledge(f:1), pilot trials are not accurate(f:1). The remarkable answers given by some participants are as follows.

(CT -20) *"Absolutely, appropriate conditions are not prepared in schools. So even if they are prepared, they are late. Tools arrive at schools late. Teachers do not have enough knowledge and skills to use it either."* (Not being prepared).

(CT -3) *"It is a mistake to try the curriculum developed by choosing a pilot school because this experience cannot be transferred to other schools. It cannot be disseminated with a pilot study. Schools are not prepared for changes. It is taught to a few people from each school, but nobody updates themselves."* (Pilot trials are not accurate).

Findings regarding the suitability of the new curriculum for scientific and technological developments

The analysis results of the answers of the classroom teachers given to the question *"Are new curriculums suitable for scientific and technological developments?"* are given in Figure 14.

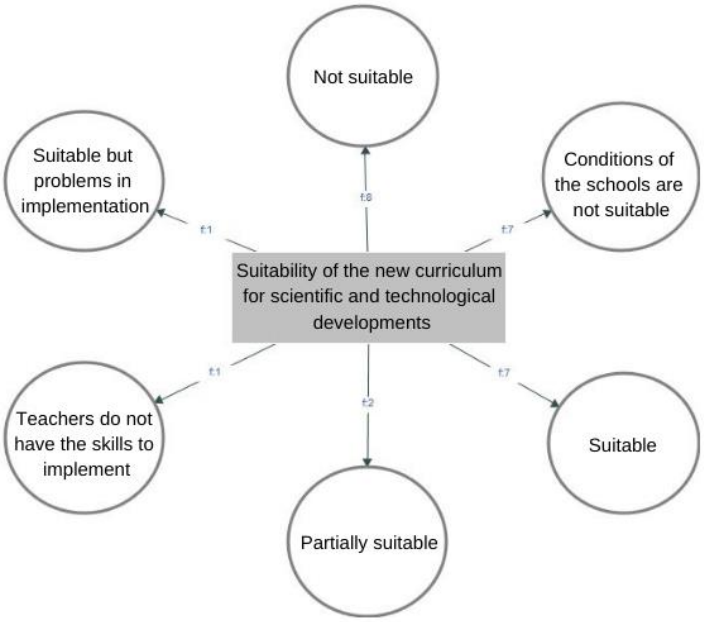

Figure 14. Suitability of the new curriculum for scientific and technological developments

According to the opinions of the participants, the most repetitive opinion is "not suitable(f:8)". Other opinions are; conditions of the schools are not suitable(f:7), suitable(f:7), partially suitable(f:2), teachers do not have the skills to implement(f:1), suitable but problems in implementation(f:2). The responses of some participants are as follows.

(CT -19) *"For example, if we are to explain based on ourselves, science and social studies are suitable. When we look at the themes, there is the answer to the exact question you said. We process technology tools for rights and responsibilities in social studies."* (Suitable).

(CT -2) *"New curriculums are suitable, but pardus operating system is used on smart boards. In some cases, trouble happens. Although new curriculums are prepared in accordance with technological development, there are problems in implementation."* (School conditions are not suitable).

Findings regarding the orientation process for the change of the curriculum

The analysis results of the answers of the classroom teachers given to the question *"How do you evaluate the orientation process of the curriculum changed?"* are given in Figure 15.

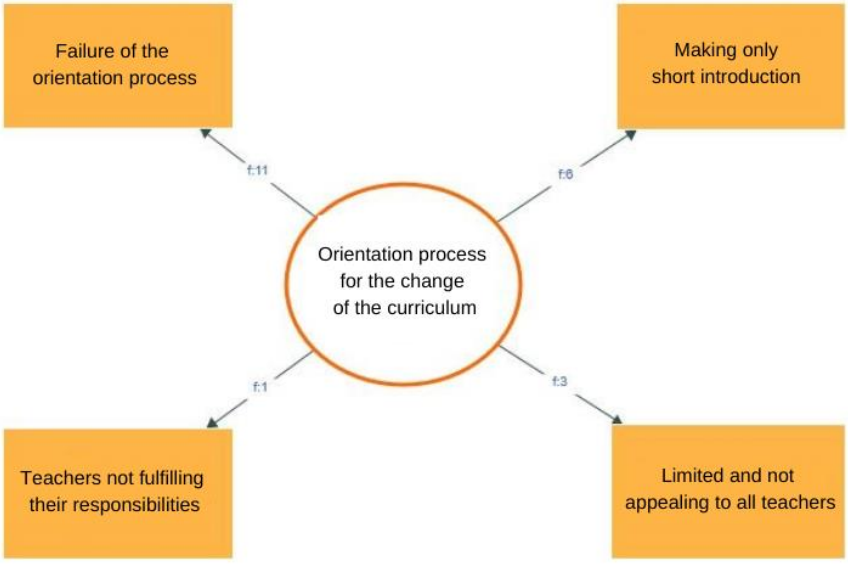

Figure 15. Orientation process for the change of the curriculum

According to the answers of the classroom teachers, most of the teachers think that the stages related to the orientation process in the curriculum change are unsuccessful(f:11). Other views are; making only short introduction(f:6), limited and not appealing to all teachers(f:3), teachers not fulfilling their responsibilities(f:1). Some remarkable answers given by some participants are as follows.

(CT -17) *"It provides in-service training to teachers, but it is limited and not all teachers can be addressed."* (limited and not appealing to all teachers).

(CT -12) *"The change has come from the top. Later, it is applied without teachers being trained. There is a short introduction. There are no application examples. No teacher knows how to implement. There should be advisor teachers. The report should be prepared in the process."* (making only short introduction).

Findings regarding the lessons that need a curriculum change

The analysis results of the answers of the classroom teachers given to the question *"In which lessons are the curriculum changes needed mostly? Why?"* are given in Figure 16.

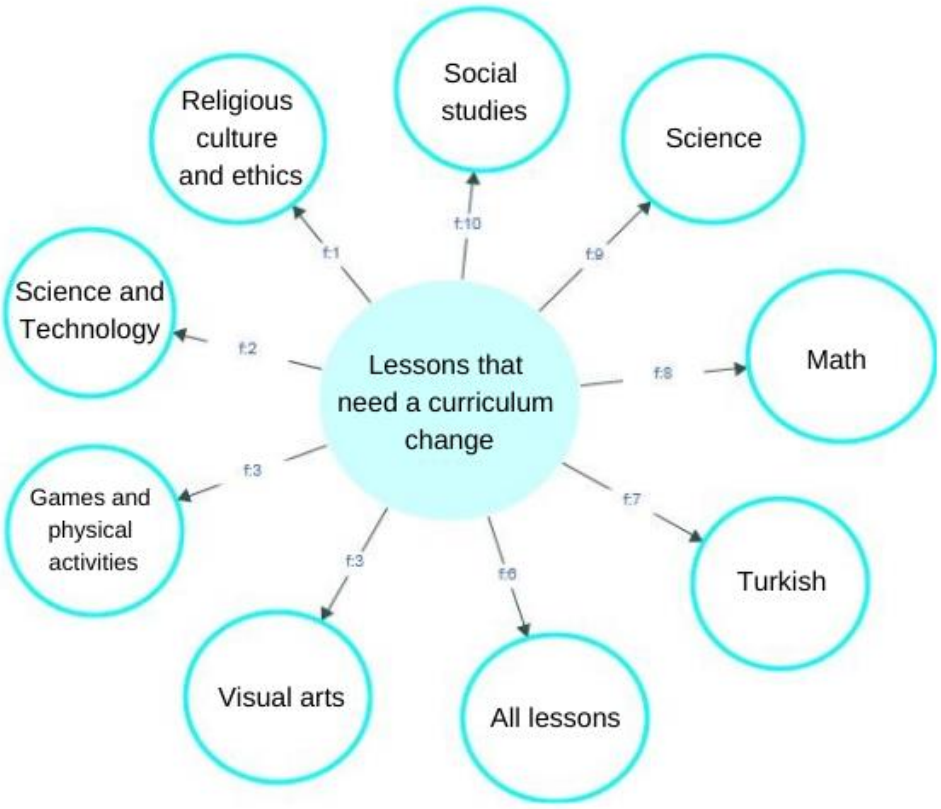

Figure 16. Lessons that need a curriculum change

According to the answers of the classroom teachers, the lesson most in need of a curriculum change is Social studies(f:10). Also, other opinions are; Science(f:9), Math(f:8), Turkish(f:7), Visual arts(f:3), Games and physical activities(f:3), Science and Technology(f:3), Religious culture and ethics(f:1). It is a significant finding that 6 of the participants think that all lessons(f:6) need a change in their curriculums. Some comments of the participants are as follows.

(CT -8) *"It should be done in social studies and science. Society must adapt to today's changing world."* (Social studies, Science).

(CT -1) *"There should be changes in the curriculum mostly in the fields of mathematics and science because mathematics and science are directly related to technology. Since catching up with technology is possible with mathematics and science, these lessons need to be changed."* (Science, Mathematics).

Findings regarding the ideal curriculum

The analysis results of the answers of the classroom teachers given to the question *"How should a curriculum be to say "Yes, this curriculum is definitely for me""* are given in Figure 17.

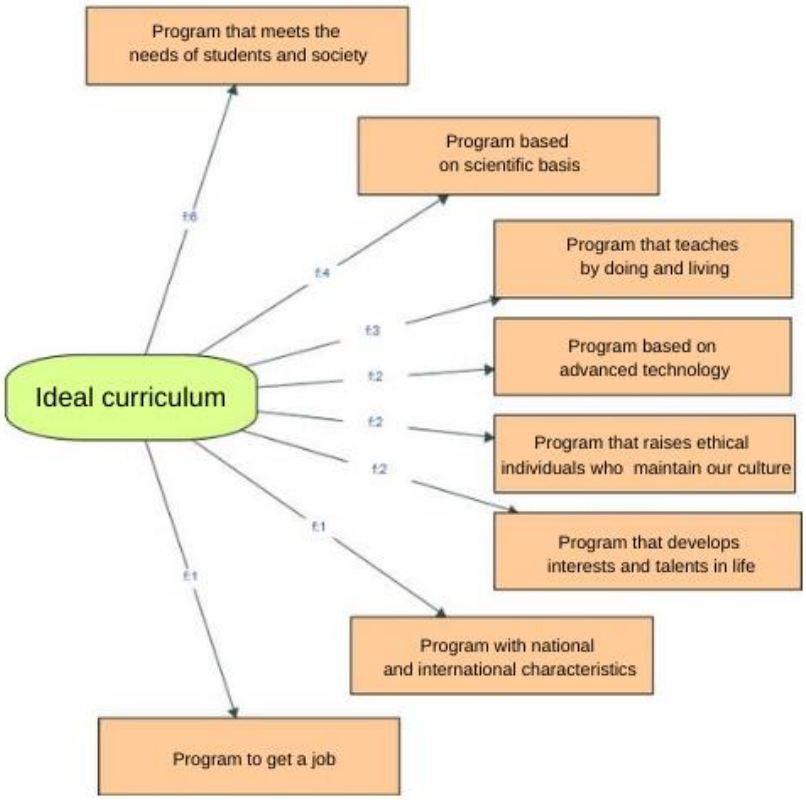

Figure 17. The features an ideal curriculum should have

The most prominent opinion among the opinions of classroom teachers about how the ideal curriculum should be is "program that meets the needs of students and society(f:6)" There are also some classroom teachers who think that the features listed below are also needed; program based on scientific basis(f:4), program that teaches by doing and living(f:3), program based on advanced technology(f:2), program that raises ethical individuals who maintain our culture(f:2), program that develops interests and talents in life(f:2), program with national and international characteristics(f:2), program to get a job(f:1). Some opinions are as follows.

(CT -10) *"It should meet the interests and needs of the society. If it is evaluated in terms of students, it should prepare students for life by considering the values of society. It must meet the family's expectations on the children. The program should guide the family through the child. It should inform. So it should develop the family."* (Being a program that meets the needs of students and society)

(CT -6) *"The child should be at the forefront, reflect the value of the society, simple language, few gains, and each class should start with the things they need to learn and be built accordingly. The problem of the society must be found and formed to solve problems."* (Being a program that meets the needs of students and society)"

Discussion, Conclusion and Suggestions

As there are no other study trying to analyze the opinions of teachers, especially classroom teachers, about the change of curriculum was found in the literature, this study has been created and as a result, the features that the curriculum should contain were collected under three main headings. These features are the individual, social and structural features of the curriculum. Considering the individual features of the curriculums, meeting the needs of the student, being suitable for the development of the children, providing information to students, raising ethical students, being compatible with the generation Z and raising productive individuals are emphasized by classroom teachers. In terms of social characteristics, the following features are stated by classroom teachers; meeting the special needs of the society, being national and spiritual, being suitable for history and

culture and for developing technology, being democratic and realistic. And for the structural features that the curriculum should contain according to classroom teachers, the findings are listed as simple, functional, scientific,, innovative, universal, realistic, regional, continuous and adhering to Atatürk's ideas.

According to the participants, the most expected features of the curriculums are that they should be scientific and innovative. Rapid changes and developments in social and cultural life, science and technology cause changes in the qualities needed by the society and the individual. This change reveals the need for updating and renewing the curriculum which will ensure the training of individuals who will have the qualities required by the age. (https://setav.org/). According to Bal (2008), continuous improvement in technology and knowledge requires change in the field of education as in other fields of societies. Accordingly, individuals should prioritize contemporary values such as being multilingual and cultured, globalization, motivation, lifelong education, multi-channel education and learner-centered education. She stated that the curriculums were affected the most by the changes made in the field of education depending on these situations.

Participant teachers' views on the change frequencies of the curriculum are as follows; 12 years, 5 years, 20-30 years, at least 8 years, 10 years, 15 years, at least 20 years, must be updated when necessary according to scientific and technological developments. While changing the curriculums, following factors need to be considered; being suitable for technological developments, culture and value judgments, age, environmental and physical conditions, meeting the needs of individuals and society, taking teachers' opinions, containing usable information, training people in accordance with state policies, offering equal opportunities, good evaluation of old curriculum results and being suitable for the examination systems. Individuals and society have expectations from curriculums in some basic subjects. In order for individuals to adapt to developing and changing conditions and to protect the cultural and moral values of the society, it is expected that the curriculum will meet these needs. Akengin (2008), emphasized that curriculum should be functional and meet the needs of the society.

According to the classroom teachers, these findings are revealed about the process of change of curriculum; changing the curriculum without teacher participations, disregarding of teachers because they think they are ignored, fast and frequent changes in the curriculum, taking teacher opinions in the last 5 years, short periods of pilot implementation, ensuring teacher participation by holding adequate workshops. According to Başaran(1978), there are many problems in the preparation of curriculums in Turkey. The most important of these is that the Ministry acts alone while preparing the curriculum. The opinions of teachers, universities and parents are not included at all. Understanding and questioning the updated or renewed curriculum by teachers and expressing the difficulties they encounter will help the effective implementation of the curriculum and identify and resolve the difficulties in the curriculum (Karaman and Karaman, 2016).

The positive aspects of the curriculum changes by classroom teachers are as follows; updated information, changes based on technology, simplification, considering teachers' views, being student-centered, meeting the changing needs of society, giving importance to values education. In addition, the most repetitive opinion is that there is no positive aspect of the curriculum changes. In their studies, Akdeniz and Paniç (2012) reveal changes and developments as time goes on with the development of science and technology. Developed countries, who know how important the current experience, knowledge exchange and development is, have revealed that they update their curriculum in this direction every five years.

The reasons for changing the curriculum by the classroom teachers are as follows; in particular, views of the MEB staff, changing technology, changes in educational sciences, student failur), interests and needs, social expectations, new jobs. Changes in the curriculum can take place at various time intervals. The views of the MEB administrators or changes in other fields may cause this. However, according to the developing technology and science, changing the curriculum when needed may be the most efficient curriculum change process for a healthier progress of the education process. The importance of establishing the education system not as a political party or government policy but as a long-term state policy is recognized by everyone. If the Turkish nation determines an education

policy based on these qualities, it can reach the level of contemporary civilization (http://devlet.com.tr).

The participants stated that they did not find the frequency of change in the curriculum correct, considering that the curriculum changes very often. In addition, some teachers who gave their opinions on this topic found the frequency of curriculum change to be normal and the curriculum was constantly changing because it did not meet the needs. One of the most important problems that curriculums have to solve is seen as providing individuals with a job and a profession. Other issues need to be solved are; inability to develop in social and artistic fields, inability to catch up with the era, morality, inability to meet the talents and desires of the individual, inability to be together, inability to communicate. Considering the situation of preparing schools for this change while changing the curriculum, first of all, we encountered the lack of sufficient physical conditions and course materials in accordance with the new curriculum in schools. Besides, according to the opinions of classroom teachers, the following views have emerged; schools are not prepared, late preparation, partially prepared, teachers do not have sufficient knowledge and pilot trials are not accurate. Mitchell (2016) emphasized that trainings should be organized including the resources of application and teaching-learning tools related to new curriculums. MEB should not be too hasty in the policies it develops regarding education, it should be very careful, it should think twice in the process it will take a step, when it will make a statement on a subject. Accordingly, it can be said that the counselors and the educators nearby will have a role (http://www.gonuldergisi.com/).

Classroom teachers' views about suitability of the curriculum for scientific and technological developments are "not suitable, conditions of the schools are suitable, suitable, partially suitable, teachers do not have the skills to implement and suitable but problems in implementation. Aksu (2008) explained that the lack of physical infrastructure and lack of technological products in the implementation of the curriculum made it difficult to successfully implement the newly developed curriculum. Aksu (2008) explained that the lack of physical infrastructure and lack of technological products in the implementation of the curriculum made it difficult to successfully implement the newly developed curriculum.

Classroom teachers find the adaptation process after the curriculum change unsuccessful. In addition, there are some other opinions for the same topic such as making only short introductions, orientation process is limited and it does not appeal to all teachers and even though the activities are successful, teachers are not fulfilling their responsibilities. Akdeniz and Paniç (2012) stated that putting the curriculum into practice without waiting for teachers to have sufficient knowledge about the curriculum and without in-service training causes teachers to have problems in practice. It is a negativity that the teachers who are the implementers of the curriculum do not receive any training for the new curriculum, and therefore the teachers do not know the system they will implement (Akengin, 2008). Providing teachers with in-service training about the new curriculum and with knowledge and activities are of great importance for the implementation of the curriculum (Aksu, 2008). It should not be forgotten that the most important factor in the implementation of the curriculum is the trained educator, and it should be ensured that the curriculum is introduced with teachers and experts by establishing cooperation with the university and the Ministry of National Education, even if it is late (Duru & Korkmaz, 2010).

Regarding the characteristics of an ideal curriculum, it is the most common opinion among classroom teachers that there should be a curriculum that meets the needs of students and society. In addition, other expected curriculum features are; a program based on scientific basis, a program that teaches by doing and living, a program based on advanced technology, a program that raises ethical individuals who maintain our culture, a program that develops interests and talents in life, a program with national and international characteristics, a program to get a job. Providing vocational training to teachers who are actively continuing their jobs and equipping them with activities and skills related to the new curriculum is very important for the implementation of the newly developed curriculum. It can be argued that the content of the courses taught at universities should be created according to the new curriculum to be implemented and processed in accordance with this content in order to implement the curriculum successfully and in accordance with its purpose. The initial implementation process of new curriculums can be seen as a difficult process which takes time. The fact that the first

implementation processes of new curriculums are a difficult process emerges as problems arising from administrators, teachers, students, curriculums and schools. According to Aksu (2008), projects should be created in cooperation with National Education Directorates and Faculties of Education. It can be thought that it would be beneficial to continuously evaluate the efficiency and effectiveness of the newly implemented curriculums. Continuous feedback should be obtained from the teachers who implement the curriculums, and changes to the curriculums should be made based on this point.

It is very important to associate the old and new curriculum with the continuity of the skills and values desired to be acquired by students. (Demir, 2016). The innovations made in the curriculum, process and application areas of education show that the applied training does not meet the expected needs(Kress, 2000). The role of teachers who are practitioners in the success of the curriculums is very important. While developing curriculums, local differences should be taken into account and adequate publicity with stakeholders is of great importance (Karaman & Karaman, 2016). It is an obligation that talented individuals from all segments of the society participate in the preparation of the curriculums. In particular, teachers are expected to have a say in the process of creating curriculums that they implement (Başaran, 1978). In order for the development and change of new curriculums to be made at certain standards, the teachers who are the implementers of the curriculum should evaluate with integrity and continuity (Butakın & Özgen, 2007). In order for the curriculums to be used with maximum benefit, the infrastructure needs of the teachers should be met, the philosophy of the new curriculum should first be comprehended to the teachers, and the necessary trainings should be organized for the effective use of technological tools and equipment (Gelen & Beyazıt, 2007). Courses and seminars should be organized to enable teachers to use and assimilate new curriculums efficiently, and to evaluate the student correctly in the educational process (Bal, 2008). Although curriculums are sufficient in terms of features such as content, purpose, vision and approaches, they cannot be valid when educational institutions are not sufficient. It is the teachers who will implement the curriculum in educational institutions (Tekbıyık & Akdeniz, 2008). Considering the opinions of classroom teachers on the change of curriculum, suggestions about the change process of the curriculum are presented below.

- While preparing a new curriculum, it should fully meet the needs of the student in order to benefit fully from the curriculum to be developed. For this reason, individual needs of students should be prioritized in curriculums.
- More opinions should be obtained from teachers in order to ensure more participation of teachers in the curriculum change process. The teachers of the courses whose curriculum will be changed should be interviewed using technological possibilities to get an idea about their problems and expectations. Thanks to the developing technology on this subject, the opinions of more teachers should be involved.
- While changing the curriculum, attention should be paid to whether the education system meets the needs or not. In today's world, jobs and professions are changing rapidly. At this point, future jobs and professions should be taken into account while changing the curriculum.
- Prior to changing the curriculum, emphasis should be placed on financial initiatives aimed at improving the conditions of the schools to be implemented. Although the curriculums are suitable for technological developments, schools may not meet these conditions. For this reason, schools should be prepared more for the innovations that the curriculum will bring.
- In order for curriculum to meet the social needs, needs should be investigated in depth before developing a curriculum.
- The curriculum, which is expected to meet the needs, should be strong in terms of simplicity, functionality and scientificity.
- While changing the curriculum, attention should be paid to the developments in the field of science and technology and the most important changes rather than the period applied.
- While the curriculum is changing, care should be taken to consider cultural values together with the requirements of the age.

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