

## Opinions of Educators about The Turkish Education Philosophy in 2023 Education Vision Document

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### Abstract

The aim of the research is to analyze the philosophy of 2023 Education Vision Document of the Ministry of National Education in line with the opinions of educators. The research was carried out on principals and teachers working in different educational institutions (preschool, primary, secondary and high school) in a province in the Western Black Sea Region. It was regarded to include participants from various educational levels in the research. SMART Goals technique was used to form the semi-structured interview form questions used in the research. Thus; 2023 Education The vision philosophy was analyzed based on the opinions of the participants in specific, measurable, attainable, relevant, realistic and time-dependent aspects. According to the educators, some of the positive statements of the 2023 Education Vision Document of the Ministry of National Education are as follows: It adapts a human-centered understanding, emphasizes the subject of knowledge and being, supports the philosophy of an education system that will develop the individual in terms of body, soul and mind. According to the educators, some of the issues missing from the 2023 Education Vision Document of the Ministry of National Education are as follows: the boundaries of the vision document were not clearly drawn, problems were expressed but the solution was not mentioned, how, where and how to make the mentioned thoughts were not stated and it is based mainly on abstract concepts.

**Key words:** 2023 Education Vision Document, education philosophy, educator.

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### Introduction

The philosophy of education provides a way in which the purpose of education can be expressed. A philosophy of education represents a set of meaningful and interrelated values and beliefs such as the nature and goals of human life, related beliefs, the roles of individuals in society, the purpose or goals of education and learning, the roles of students, teachers, important issues, effective teaching approaches, as adapted to education. The differences in the philosophy of education led to the emergence of different types of education. The reason for having multiple educational philosophies is that educators, families, lawmakers, school administrations, education theorists adopt a wide range of beliefs and values related to these aspects of education (aims of education, objectives, content, teaching methods, evaluation methods, teacher roles etc.) (Katzenmeyer, Moller, 2013).

From a philosophical point of view, learning can be discussed under the title of philosophy of knowledge (epistemology), which examines the origin, nature, boundaries and methods of knowledge. How do we know? How can we learn something new? What is the source of the information? The origin of the information and the idea of separating the information obtained through the senses from the knowledge gained through logic on its relations with its environment extends to Plato (Schunk, 2014). Idealism, the synthesis of Plato and the ideas he advocates, is often advocated in education as self-realization. Human is more than a living being that stores information. Real knowledge is the product of mind. Because the truth is in the mind, not in the physical world. Idealist educators see the value of people very high and believe that this will increase with education. Education should create high values in the long run. One must be able to make decisions, act spontaneously, and utilize his creativity and wisdom. It is very important to develop a strong and cultured personality in idealist education. The teacher should prepare the environment for the self-development of their personality or essence rather than affecting the students (Ergun, 2014). According to idealism, the aim of life and education-learning should be to understand the values of life. There are long and short term goals. Long-term goals are concepts such as values of human

life, understanding, health, character, social justice, skill art, love, knowledge and philosophy, which constitute the true purpose of learning and living. The short-term aim of philosophy is to realize these values. The idealist teachers strive for a cultured personality ideal and method of maturity, and try to develop the right type of personality and be a good example for their students. According to Plato's theory of ideas, all the beings we see in this world (whether human, animal, plant or inanimate things) have a sense in the world of ideas, that is, their essence and reality, what we see in this world are their shadow or image. It is possible for an object to come to existence only as much as its common features with its idea (Arslanoğlu, 2018).

Realism, like idealism, is one of the oldest and most influential philosophies of the Western world. Realists argue that objects exist independently of our perception of them. While it is difficult to find many elements of idealism in contemporary education, it is possible to come across many principles of realism. Generally, realism strongly influenced the progress of philosophy. It continued its philosophical research by establishing a close commitment to science and a lively relationship with other fields. . It gave life to metaphysics and epistemology. The educational aim of realism is to make people happy by equipping them with the best skills. Therefore, it is important to develop the mind, which is the most important power in obtaining information. According to realism, the duties of the school are to convey information to students and direct them to research. The main function of the school is to provide mental development. Realists do not accept that schools are institutions that offer services that other institutions neglected (Arslanoğlu, 2018).

While philosophy idealism and realism were discussed in ancient times, medieval thought was based on religious views and religious teachings. The intellectual forms of the first era were not adopted and only the parts that were compatible with the principles of Christianity were accepted. The natural consequence of this is that scientific activity has lost its value and importance and has led to an empty and dark period in which knowledge is not produced. With the concepts of religion and God placed at the center of thought, the attitude and curiosity of researching nature and obtaining the right information left its place to the attitude and curiosity to understand, explain and reveal religious dogmas. This led to an activity to explain and convey what exists in order to reconcile reason and belief rather than to produce new information. While there is a scientific medieval darkness in the west, M.S. in the east. VII. Islamic lands expanded at the end of the century. In these places where the scientific and philosophical values of the past were transferred and preserved through translations, the science center shifted towards the Islamic World. VIII. Around the century, Muslims began to become the intellectual leader of the world. Muslim scientists made unique contributions to science. A cultural movement that started in Italy in the fourteenth century in the west and spread to European cities is called Renaissance. The Renaissance is a revolt against the concepts and orientations of the Middle Ages. In this period, innovations in the field of science are revolutionary (Tekeli et al. 2001; as cited from Bilen, 2015). In the period to be called the Industrial Revolution (1750-1900), which started in the second half of the eighteenth century called the Age of Enlightenment, thanks to scientific developments, steam machines were started to be used in production. (Bilen, 2015).

Theories were developed in the seventeenth and eighteenth centuries to influence and guide scientific development. Besides disciplines such as mathematics, physics and medicine, new disciplines such as sociology, psychology, history and behavioral sciences have emerged. Newton revolutionized scientific research using a method called hypothetical-deductive, using deduction in the derivation of knowledge. Thus, scientific knowledge has been brought into a situation that must be carried out in three phases as observation, experiment and theorizing. In this period, with the rapid advances in science, especially with the influence of positivism, confidence in science has increased tremendously. Descartes, on the other hand, has adopted a secular understanding centered on human mind and subject in philosophy. This understanding, called the Newton Program, was abandoned with quantum and relativity theories developed in the 1900s. It is a period in which the scientific developments progressed much more rapidly in the 19th and 20th centuries and especially the impact on social life was felt more intensely than in other periods. In this period, it has led to the establishment of the understanding of "knowledge is power" and countries to allocate more shares to science for development. Since the Renaissance, he left science from

science and philosophy in the seventeenth century. In the 19th and 20th centuries, the separation of science from religion and philosophy has taken a more definite way, and it has been accepted that science and religion can continue their way without conflict. (Topdemir and Unat, 2015).

It should be understood that Roman educators, influenced by the Greeks, planted the seeds of metaphysics and rationality, which deeply nurtured the mind, body and spirit (Lunenburg and Ornstein, 2013). Experimentation developed and spread with the Renaissance (1450-1600) as evidence of the power of religion in the Middle Ages. Experts believed that observation and experimentation can be used to find the truth and make sense of the world, rather than the explanations of religious texts. In the Age of Enlightenment (1600-1800), Experimentation was seen as the only research method and contributed to the rapid dissemination of knowledge in nature and science in Europe (O'Reilly, 2005; as cited from Glesne, 2015). Experimentation refers to the idea that experience is the only source of information. This approach goes back to Aristotle. The basis of human sensory impressions is the outside world. According to Aristotle, thoughts do not exist independently from the outside world. The outside world is the main source of all information. John Locke (1690) states that there are no innate thoughts, all knowledge consists of two kinds of experience; He stated that the outside world was created with sensory impressions and personal consciousness. Berkely, Hume and Mill have adopted the experimental perspective. According to them, nothing that is not animated with sensations is not in the mind. In short, empiricism suggests that experience is the only type of knowledge. Experts have argued that the outside world is the basis for people's impressions (Schunk, 2014).

Logical positivism, developed in the early 20th century, placed an emphasis on direct experience from positivism, which establishes a logic-based connection, to the development of theory that uses a precise procedural language such as symbolic logic. According to Shadish (1995; as cited from Patton 2014), information comes either through direct experiences or indirectly through procedural language. According to the behavioral perspective, which is the reflection of the philosophical philosophy of logical positivism, the primary aim of education should be trained that children will meet certain standards or expectations set by the community leader or potential experts. Educational behavioralism emphasizes behavioral change, reward learning and management by goals (Antony, 1993; as cited from Katzenmeyer, Moller, 2013). The aim of education can be to teach the truth by starting from the wrong, to teach the steps of the procedure and procedure, and even to teach people to follow the instructions without questioning authority. While the behavioral education philosophy supports social values such as productivity, technical technology, effectiveness, measurability, it does not support issues such as progress, change, individuality and self-confidence (Poeschi, 1986). In general, behavioral education is a step-by-step teaching method that requires skill to be achieved before starting another. based on feedback (positive or negative) and use the reward (as cited from Katzenmeyer, Moller, 2013).

The purpose of education in the progressive educational philosophy is that people can live responsibly in a democratic society and solve their problems in cooperation. The main elements of progressive philosophy include their commitment to educating children to become responsible citizens, emphasizing real-life experiences in the learning process, turning schools and classrooms into learning societies, encouraging children to ask questions effectively, and developing schools as embraces, rather than stifling cultural differences (Featherstone, 1991; as cited from Katzenmeyer, Moller, 2013). The main role of the teacher in progressive education is guidance: by helping with cooperation, the natural capacities of individuals are directed (Devey, 1966; as cited from Katzenmeyer, Moller, 2013).

The way pragmatist thought is applied to education is often called progressivism. In this view, it is against the excessive formality of traditional education, strict discipline understanding, and passive teaching (Sönmez, 1996). Education should teach the ever-changing life, not the standards and invariances that traditionally continue in society. The educated person is not the one who fits life, but is the person who directs and improves life. This philosophy of education is directed to the interests of the child, and moves from the solution of special problems; it aims to establish each child's own life (Cremin, 1961; as cited from Ergün, 2014). In this education setting, it is a teacher, consultant and guide. Students work together according to democratic rules. It is essential that students can use what they have learned, have a critical thinking, and learn how to live (Ergun, 2014).

Standing out in the twentieth century, Postmodernism has had an impact on all intellectual disciplines, including the discussion of its effects on educational research. What do you think, is the "Truth" verifiable, or "is history the product of power and social interests" as postmodernists claim (Fraenkel, Wallen, Hyun, 2012). Postmodernism has shaken all the structures of modern thought. It challenges assumptions, methods, attitudes, ways of thinking, and values. Postmodernists also criticize the long-standing view of objectivity. It turns out to be a legend in the traditional sense, as it is impossible to create an argument or interpret the event or collect data without a goal and viewpoint. But objectivity can be achieved through interpersonal. That is, the sum of comments from various perspectives can lead to a near neutral picture that can be obtained. Postmodernist thinkers have made serious criticism against the idea of a structured subject advocated by radical constructivism. From the postmodern perspective, humans are not autonomous subjects creating their own truths, and there are also question marks about how information is structured. As resident people, most of the known ones are structured in a rather weak sense. People are the product of the time and conditions they are in. So briefly, they are structured subjects (Noddings, 2016).

On the other hand, humanitarian education is sometimes defined as self-realization, self-development of the person's necessary potential and skills. (Gross, 1991; as cited from Katzenmeyer, Moller, 2013). Humanitarian philosophy of education emphasizes freedom, autonomy, trust, cooperation, participation and learning in the individual's own credit (Anthony, 1993; as cited from Katzenmeyer, Moller, 2013) The primary goal of humanitarian education is to support and encourage the personal development and maturation of each student. The basic assumption is that human is inherently good (Elias and Merriam, 1995; as cited from Katzenmeyer, Moller, 2013).

In existentialism, which also bears the traces of humanistic and natural educational philosophy, human is the measure of everything. Existence is against all kinds of vocational education. The school should not determine what the person will be. Profession acquisition should be left to the free choice of the individual (Sönmez, 1996). Man is a total of his own activities. Man is free, must oppose everything that hinders his freedom (society, mass media, industrialization, majority or authority sovereignty, etc.). Existentialism is against educating people as a social being in society and for the ideal of humanity. Since existentialists are against social institutions, they know the value of individual differences and are also against group teaching. Education is a means of self-realization. In the meantime, all kinds of moral systems should be removed, the person should be released, should be able to choose freely (Morris, 1990; as cited from Ergun, 2014).

The philosophy of social change, on the other hand, looks at education as a primary power that can transform it into society and emphasizes the freedom of the learner. One of the main themes of the philosophy of social change is to understand the impact of cultural, political and economic factors on individuals and groups. It supports the equality of social conditions beyond the equality of opportunity, which is at the core of the philosophy of social change (Katzenmeyer, Moller, 2013). The social learning theory, fed from the philosophy of social change, is based on learning through observation and self-regulation learning. The basic assumption in self-regulation is that students not only create knowledge but also develop methods on how to gain and apply it (Schunk, 2014).

One of the educational and learning philosophies discussed in the twenty-first century is the constructivist learning theory. Constructivism is one of the learning philosophies and tries to understand how people learn. According to this theory, learning is an active and ongoing process. In this process, students realize their own learning by learning from their physical or social environment (by testing, collecting, questioning, observing, discussing, researching, problem solving, applying). Constructivists argue that many things we know are created by influencing our previous knowledge or experience. The information obtained in this way is complex, personal and internalized.

It is important which of the philosophical and educational philosophical movements that are tried to be summarized in the historical process above have been adopted within the Turkish education system. Accordingly, it is important how information and scientific perspective, many dimensions such as students, teachers, curriculum, teaching approaches are shaped. Undoubtedly, educators have an important share in reaching and gaining educational philosophies. In this context, it was aimed to learn

the opinions of educators and it was aimed to analyze and evaluate the philosophy of the 2023 Education Vision Document of the Ministry of National Education in line with the opinions of the educators. In the research, the following question was sought in general: Milli Eğitim Bakanlığı 2023

What are the special, measurable, achievable, realistic and process positive and negative aspects of The “Education Philosophy” of the Turkish Education System included in the 2023 Education Vision Document of the Ministry of National Education?

**Method**

**Research Design**

Case study pattern, which is one of the qualitative research patterns, was used in the research. Qualitative research is based on researching and understanding social phenomena in their environment (Yildirim, 1999). In this context, qualitative method was preferred in the research in order to understand how principals explain how technological developments are implemented in schools.

**Study Group/Participants**

In the research, maximum diversity sampling was preferred. Demographic characteristics of the participants are shown in Table 1.

**Table 1.** Demographic characteristics of the participants

Field	The participant Teacher		
	Field	Female (11)	Male (8)
Mission	<i>Teacher</i>	9	5
	<i>Principals</i>	2	3
Level of Education	<i>Bachelor’s Level</i>	8	6
	<i>Post-graduate Education</i>	3	2
Age	<i>20-30</i>		2
	<i>31-40</i>		8
	<i>41-50</i>		6
	<i>Above 51</i>		3
Place of Duty	<i>Kindergarten</i>		3
	<i>Primary School</i>		4
	<i>Secondary School</i>		6
	<i>High School</i>		6
Total			19

The research was carried out on 19 principals and teachers working in different educational institutions (preschool, primary school, secondary school and high school) in a province in the Western Black Sea Region. Attention was paid to include participants from equal education levels in the research.

**Data Collection Tool and Data Collection**

Semi-structured interviews were used as data collection method in the collection of research data. SMART Goals (Mindtools, 2019) technique was used to create the semi-structured interview form questions used in the research. Today, SMART Goals is one of the tools used to determine the goals in both individual life and corporate management, to make them stronger, and to reach the determined goals. (Mindtools, 2019). SMART Goals are created by combining many dimensions and calling them SMART. The meanings of the initials of SMART are as follows: S-Specific (Significant); M-Measurable (Meaningful); A-Attainable (Action-Oriented); R-Relevant (or Rewarding) and T-Time-bound (Trackable). Thus, it is

ensured that the work and actions to be done with the decisions to be made are completed more rationally, consciously, planned, programmed, achievable, measurable and timely and the determined goals are achieved. In this context, the following questions have been created by reviewing the literature and the Educational Philosophy of the Turkish Education System included in the 2023 Education Vision Document of the Ministry of National Education:

- 1- Is the "Education Philosophy" of the Turkish Education System included in the 2023 Education Vision Document clear (are its lines drawn clearly)?
- 2- Is the "Educational Philosophy" of the Turkish education system included in the 2023 educational vision document clear and understandable?
- 3- Is the "Educational Philosophy" of the Turkish education system included in the 2023 educational vision document realistic?
- 4- Is the "Educational Philosophy" of the Turkish education system included in the 2023 educational vision document accessible and achievable?
- 5- Is the "Educational Philosophy" of the Turkish education system included in the 2023 educational vision document measurable?
- 6- Is a certain time and process foreseen to reach the "Education Philosophy" of the Turkish education system included in the 2023 educational vision document?

### Data Analysis

The data in the study were obtained by using semi-structured interview forms and six open-ended questions. Then, the data obtained were analyzed by content analysis technique. During the content analysis process, the responses of the participants to the questions were categorized in terms of clear, clear, understandable, realistic, accessible-achievable, measurable and duration and time dimensions. At the last stage, the categorized findings were interpreted. The direct views of the participants were also included in the study and the participants were coded as T1, T2 (Teacher 1, Teacher 2) and M1, M2 (Manager 1, Manager 2), so their real names were not specified.

### Findings

#### Whether the lines of the Turkish Education System Education Philosophy are clearly drawn

Educators whose opinions are taken on whether the lines of the Turkish Education System Education Philosophy are clearly drawn have positive and negative opinions. Educators state that the 2023 Education Vision Document contains both positive and negative dimensions. The educators participating in the research think that the vision document expresses the problems, but it is not clear enough how and when to solve them. According to the educators, the positive expressions of the 2023 Education Vision Document of the Ministry of National Education are as follows: Adopting a human-centered understanding, emphasizing the subject of knowledge and wealth, an education system that will develop the person in terms of body, spirit and mind is considered philosophically. Cultural values are blended with universal concepts. It was emphasized that education should be removed from ideological ground and placed on pedagogical ground. Among the educators participating in the research, the issues that are not in the 2023 Education Vision Document of the Ministry of Education are as follows: The document does not say much new things, its lines are not clearly drawn, the problems are expressed but the solution is not mentioned, how and where the mentioned thoughts are made are not specified, based on abstract concepts, international exam results are not well analyzed, only criticized.

Some of the quotations that reflect the educators' opinions are given below:

*The target in education is stated as "giving life to an understanding of existence and knowledge based on moral compulsion and positioning people at the center". Since these concepts are abstract, their borders are not clear. It is the positive side to think of an education system that will improve the person in terms of body, spirit and mind. Lack of information on how to do this makes it difficult to grasp (M1).*

*In the Turkish education system, it is aimed to raise individuals who are productive, can keep up with the age, think and research. With the 2023 vision document, this aim is desired to be achieved through more concrete studies. There are no negative aspects (T11).*

*I think the borders are not very clear. The course notes of success in education are united on the view that there are no intelligence tests, and it is emphasized that human beings have souls and hearts. This situation can be quite effective in talent selection and profession selection, and the possibility of ignoring the measurability of education can be seen as negativity. The impact of the student's social cultural and sports achievements and efforts on the criteria will expand the field of motion in line with the interests and abilities of the students (M5).*

### **Whether the “Education Philosophy” of the Turkish Education System included in the 2023 Education Vision Document of the Ministry of National Education is clear and understandable**

The educators participating in the research generally have the following perceptions about the “Education Philosophy” of the Turkish Education System included in the 2023 Education Vision Document: They are of the opinion that the educational philosophy of the Turkish Education System is not clear and understandable, it does not contain concrete examples, suggestions on how and when to solve the problems, and even educators have difficulties to understand because an academic language is used. For this reason, they suggest that plain language should be used. In addition, educators welcome the giving of examples of famous poets or writers, but it is stated that it does not contain various and rich examples of Turkish history and personalities.

Some of the quotations that reflect the educators’ opinions are given below:

*I think there is no systematic ranking that is not clear and understandable. I think that teachers, school administrators and national education administrators will find it difficult to understand this text because the philosophy of education is written in academic language. To me, simple is beautiful (M1).*

*I think the language used is lacking in clarity. It will contribute to its spread by using a language that is simpler and understandable by every segment of the society. But it is nice to give examples of sincere and famous poets or writers (M2).*

*A simpler language could be used. Also, I think that the philosophy section could be enriched with examples from our Turkish education history and important Turkish thinkers (T3).*

*A clear and understandable Education system that takes care of individual differences, is loaded with material and moral values, and aims to raise a modern, productive person (T9)*

*I think that the philosophy of education is expressed clearly in the Turkish education system. However, I see that when determining detailed goals, how these goals will be achieved is handled in a slightly abstract way (M4).*

*Yes, it is clear and understandable. There is an obligation to act in accordance with the laws and instructions from the MoNE. The rules are fixed. At this point, being clear and sharp puts students and teachers into a mold and causes them to become blunt (T14).*

### **Whether the “Education Philosophy” of the Turkish Education System included in the 2023 Education Vision Document of the Ministry of National Education is realistic**

The educators participating in the research have a view in both ways (in the direction of whether they are realistic and not realistic) regarding the realization of the “Education Philosophy” of the Turkish Education System included in the 2023 Education Vision Document. Educators who think that the “Education Philosophy” of the Turkish Education System included in the 2023 Education Vision Document of the Ministry of National Education is realistic state the following suggestions: all education stakeholders should be included in professional development education, stereotypes should be changed, mentality should be changed, long process of working should be obtained, a social contract should be reached on this matter, education should become a state policy, and they specify that education can only be possible by removing infrastructure problems. Educators, who think that they are not realistic, have the perception

that the vision document is far from the realities of life, that it cannot be realized in the short term, and that it contains imaginary things.

Some of the quotations that reflect the educators' opinions are given below:

*I think it is realistic. However, I think that teachers and school administrators who will be the implementer of the reforms to be made as a result of this philosophy should be taken to in-service training on this issue immediately. (M1)*

*The idea of changing the existing mindset is quite beautiful and impressive, but it is very difficult to break down some stereotypes that have been going on for years. It is stated that laws, infrastructure and budget will definitely not be an obstacle in the mentality change process. But especially the process of changing the existing infrastructure will be time consuming and challenging. (T3)*

*If detailed information is given to the relevant practitioners during the implementation phase, we can say that our country has given the sub-messages that it needs the most in recent years. While determining these practices, regional differences must be taken into consideration. (M1).*

*Yes, it is realistic (T9)The "Education Philosophy" of the Turkish Education System included in the 2023 Education Vision Document is realistic. (T11).*

*I think it is realistic and it can be implemented step by step when supported by all society segments. (M4).*

### **Whether the "Education Philosophy" of the Turkish Education System included in the 2023 Education Vision Document of the Ministry of National Education is accessible or achievable.**

Educators state that the educational philosophy included in the 2023 Education Vision Document of the Ministry of National Education can be achieved with a progressive education approach, but this will not be easy and in a short time. In order to reach these philosophies, concrete solutions and clear boundaries should be specified, the physical structure, human resources, organizational and institutional structures and bureaucracy should be arranged accordingly, all stakeholders should be informed, educated, they should raise awareness and should be provided with various skills, the programs, opportunities and existing conditions should be changed, and leading, dedicated training staff need to be created.

Some of the quotations that reflect the educators' opinions are given below:

*Educational Philosophy is achievable, but it is not something that will happen easily and quickly. It is stated that without changing the existing mentality, the foundation of everything will be human and this situation will not be affected by any factors, but the process is not expressed with concrete solutions and clear boundaries. (T1)*

*The fact that a generation focused on getting materialistic results in the short term can absorb this philosophy can be seen as a long-term goal, but I think it is achievable in the long term. (M1).*

*I think the philosophy of education is achievable. Instead of imitating the educational systems and philosophies of other cultures, we can research other educational philosophies and put them into practice and spread the approaches (philosophy) that are compatible with our culture. (M4).*

*Unattainable. In order to be successful, educators must first be trained and their perspectives changed. (T14).*

*There are some aspects that are certainly reachable. However, I think it is impossible to be successful and sustainable. Success in education should have financial consequences, but only the spiritual situation has come to the fore in this philosophy. (M5).*

### **Whether the "Education Philosophy" of the Turkish Education System included in the 2023 Education Vision Document of the Ministry of National Education is measurable**

The educators participating in the research generally stated that the "Education Philosophy" of the Turkish Education System included in the 2023 Education Vision Document of the Ministry of National Education is not measurable, it does not contain concrete expressions and criteria, and it is not clear how, what, when and by whom it will be measured.

Some of the quotations that reflect the educators' opinions are given below:



*I don't think it's measurable, at least in a short time. If this is negative, it means to hit another ax in our education system. (T1)*

*Cognitive and psychomotor processes can be measured, but no information has been given on how to measure moral values. Measuring tools can be developed (M1).*

*I think the philosophy of education has no purpose like measuring or valuing (T3).*

*I think it won't be measurable. Because; I think it will not be applied. I do not have a distinct opinion about this subject (M2).*

*I don't think it's explanatory enough in terms of measurability. Although we can see targeted achievements, attitudes and behaviors, we see that details about measurability are insufficient (M3).*

*I think the ministry can easily measure how far the goals and objectives have been achieved, but there may be hesitations about how much of these measurements are true and in what dimension the truth is reflected (T6).*

*Yes, it is measurable (T9). It is absolutely measurable. As a result, certain results of being educated can be evaluated. Exams conducted worldwide and in our country, crime rates can be measured as a result of researches of institutions collecting a lot of data (T10).*

*I don't think I have encountered a single measurable sentence. There is no single indication that we can get feedback on where the end will go and whether it is going right by waiting (M5).*

*Whether a certain time and process is foreseen to reach the "Education Philosophy" of the Turkish education system included in the 2023 educational vision document*

The educators participating in the research think that the reason why 2023 was targeted is the name of the vision document of the Ministry of National Education, but they assume that even if they have specified a particular date, a certain period, time, process are not still clear and it is not clear when they will reach the goals.

Some of the quotations that reflect the educators' opinions are given below:

*The vision document states how the process will work for reforms to be made. But I am concerned about how the differences between regions will be closed in terms of implementation. (T1).*

*There is no such period in the written text. However, in my opinion, at least a quarter century is required for a radical change. Whenever the children we train now become educators, change has begun. It requires serious patience and continuity. But these are just the thoughts that will remain in the text (T10).*

*A certain period of time has been envisaged to reach the "Education Philosophy" of the Turkish Education System included in the 2023 Education Vision Document. In order to reach the goals in education, time is needed to catch up especially on the developing age. Negatives; In order for the 2023 training vision document to be fully realized, the necessary equipment must be completed. A long time is needed to overcome this deficiency (T11).*

*Until 2023, it has been set as a goal to evaluate and fully implement the targets. So I think it's an accessible time (M4).*

*As I have stated in my other answers, it is not understood where and when to reach because the aims of this philosophy are not clearly stated. Time and process are not foreseen anyway. It is not clear how to control which circuit will be spread over the years. (M5).*

## **Results, Conclusions and Recommendations**

The most fundamental philosophical proposition in the ontological dimension of the philosophy of education, which is one of the issues emphasized by the Ministry of National Education 2023 Educational Vision Document (MEB, 2019), is that it should be reconsidered in the ontological unity and integrity of the human. Education has been accepted as a human system, not a mechanical one, and it has been stressed that the main element and main subject of education is human. Thus, it is suggested that man should be considered as a whole (material and spiritual, psychological, social, cultural). Therefore, it is seen as a maturation, development, progress, change and moral beauty that covers all human universal, local, material, spiritual, professional, moral and national values.

It is explained in the epistemological dimension of educational philosophy that the issue is handled in a holistic way. According to the vision document, a perspective in which information is broken down in theoretical, practical, ideological and belief forms does not give hope for the future. There is a need for the integrity of knowledge as well as the integrity of human nature. In this respect, it is stated that new theories are needed and that ontology and epistemology should be combined and For all these, it is stated that the current philosophy and human-oriented education approach are tried to combine thoughts, emotions and action in human beings, and to reconcile theory and practice. It is also noted that the issue of education should be removed from ideology and placed on a pedagogical ground.

According to the opinions of the educators participating in the research, the positive and negative aspects of the Educational Philosophy of the Turkish Education System included in the 2023 Education Vision Document of the Ministry of Education are as follows:

### ***Positive Aspects***

According to the educators, the positive aspects of the 2023 Education Vision Certificate of the Ministry of National Education are: The adoption of a human-centered understanding, emphasis on knowledge and wealth, and an education system that will develop the person in terms of body, spirit and mind are considered philosophically. Cultural values are blended with universal concepts. It was emphasized that education should be removed from ideological ground and placed on pedagogical ground. Educators who think that the "Education Philosophy" of the Turkish Education System included in the 2023 Education Vision Document of the Ministry of National Education is realistic state the following suggestions: all education stakeholders should be included in professional development education, stereotypes should be changed, mentality should be changed, long process of working should be obtained, a social contract should be reached on this matter, education should become a state policy, and they specify that education can only be possible by removing infrastructure problems.

### ***Negative Aspects***

Among the educators participating in the research, the issues that are not in the 2023 Education Vision Document of the Ministry of Education are as follows: The document does not say much new things, its lines are not clearly drawn, the problems are expressed but the solution is not mentioned, how and where the mentioned thoughts are made are not specified, based on abstract concepts, international exam results are not well analyzed, only criticized. They are of the opinion that the vision document expresses the problems, but there is not enough clarity on how and when it can solve them.

The educational philosophy of the Turkish Education System is not clear and understandable in terms of expression, it is uncertain; It does not contain concrete examples, it does not contain suggestions about how, when and how long the problems will be solved, and even the educators have difficulties to understand because of these reasons.

Educators, who think that the MEB vision document is not realistic, think that the vision document is far from the realities of life, cannot be practiced in the short term, and includes imaginary things. Educators are of the opinion that the "Education Philosophy" of the Turkish Education System is not measurable, does not contain concrete expressions and it is not clear how, what, when, and by whom it will be carried out. The educators participating in the research think that the reason why 2023 was targeted is the name of the vision document of the Ministry of National Education, but they assume that even if they have specified a particular date, a certain period, time, process are not still clear and it is not clear when they will reach the goals.

### ***Suggestions***

Educators suggest that a plain language should be used in the 2023 Education Vision Document of the Ministry of Education. Educators state that the education philosophy included in the 2023 Education Vision Document of the Ministry of National Education can be achieved with a progressive education approach, but this will not be easy and in a short time. In order to reach these philosophies, concrete

solutions and clear boundaries should be specified, the physical structure, human resources, organizational and institutional structures and bureaucracy should be arranged accordingly, all stakeholders should be informed, educated, they should raise awareness and should be provided with various skills, the programs, opportunities and existing conditions should be changed, and leading, dedicated training staff need to be created.

According to Katzenmeyer, Moller (2013), educational philosophy offers a way in which education can express its purpose. It represents a set of meaningful and interrelated values and beliefs such as the roles of individuals in society, the purpose or goals of education and learning, the roles of students, teachers, important topics, effective teaching approaches. Looking at all these dimensions, it can be said that the Ministry of National Education's 2023 Educational Vision Philosophy should contain more concrete statements.

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