

AN ALTERNATIVE MODEL FOR TURKISH SPORTS HIGH SCHOOLS: GERMAN ELITE SPORT SCHOOLS

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ABSTRACT

The aim of this study is to analyse current situation of Turkish Sport High Schools and fictionalize new sport high schools models based upon German Elite Sports Schools. The study is a comparative physical education and sport study which used document analyses technique is a kind of qualitative research methods. The obtained qualitative data from document analyses were used for quantitative data will be stronger. First of all in this study, the situation of Turkish Sport High Schools analysed, after that, Turkish Sport High Schools was compared to German Elite Sports Schools. Germany, which is the kind of most successful countries in Olympics, is more competent about academic sports education and there are so many trainers and teachers in there. In the last section of this study, the new models are suggested for Turkish Sport High Schools by authors.

Keywords: Turkey, Germany, Comparative, Sports, Education

1. INTRODUCTION

History gives many examples showing that developed civilizations paid attention to physical education in order to be superior in the wars as well as to improve the structure of the society, and they are benefited from the differences of the special children who are physically capable in a positive way and improve them more with special education by choosing those children (Durand-Bush ve Salmela, 2001; Mandell, 1999; Abbott et al., 2005; Bilge, 1989). Although the needs of communities vary according to the physical skills required by communities living in different geographies (such as archery and horseback riding in Central Asia, rowing in Scandinavia, long distance running in Africa, etc.) and the content of physical education and tradition vary in this sense, the main aim is always be same; be superior to other communities Riordan, 1993; Phillips et al., 2010; Dimeo, 2008).

According to Bilge (1989), "The Turks would give importance to the growth of their children as strong and good soldiers. The Hun Turks put their children on the grown sheep, teach them hunting rats and birds by bows and arrows. Hereby they enable the children's muscles and body movements could adapt to each other. "sports education in all Turkish civilizations has found its place in all educational institutions so far (Akyüz, 2008; Bilge, 1989). Nowadays, secondary education institutions are established under the name of "Sports High School" giving talented sportsmen a privatized sports training (Okudan, 2011; Şentürk, 2016).

Although their numbers have changed continuously by numerous legislative amendments, now the number of sports high schools that provide 4 years of education has reached 55. The total number of students in sports high school is 9910, the total number of physical education teachers is 180, the number of total teachers is 661, the total number of classrooms is 465 and the total number of sports halls is 36 according to the information collected from 2015-2016 education season records and websites of each school. The average number of students per school is 180,2, the average number of physical education teachers per school is 3,27, the average number of teachers per school is 12,01, the average number of classrooms is 8,45 and the average number of sports halls is found to be 0,65 (Şentürk, 2016).

Although the parenting education is seen as the forefront of European education history, the existence of gymnastic education in the most famous Greek city states, Athens and Isparta, the war education given to young people for years and endless wars, the way they should spread the military process to every area of life, show how deep today's concept of sports has deep roots (Gülcan, 2010; Ringer, 1979; Slater, 1995).

The education of talented young athletes is a concept that is frequently discussed in European Union education commissions today. "A group which is emphasized in Eurydice's report (2013) should consist of talented young athletes who want to spend more time on physical activities they prefer and who want to pursue a career in sport, so that these young people also want to progress in their training, they have to handle both their courses and exercises together » (Şentürk, 2016).

Some countries and organizations in Europe are involved in some initiatives regarding the dual career of talented athletes (Şentürk, 2016). These initiatives are often focused on vocational training of athletes specializing in early ages, providing a balance between training and work, and career planning for the end of the sports career (Aquilina 2009).

When the historical process is investigated in the German Education System, it can be seen that there are different schools that provide specialized sports education. The intensive training and competition programs and academic trainings of talented young athletes are carried out together in a special secondary education institutions within the education system, known as the "Eliteschule des Sports" (Sports Elite Schools) (Pfeifer ve Cornelißen 2010).

The project "Eliteschulen des Sports" (the Elite Schools of Sport) which is carried by the leadership of the German Olympic Sports Association (DOSB: Deutscher Olympischer Sportbunde V.) is a project for young elite athletes competing and trained at the elite level to continue their education by helping them in a more systematic and flexible approaches

2. METHOD

Document analysis technique in qualitative research techniques was used in this study, which is a comparative education study examining the education systems of the countries. The quantitative data obtained as a result of the document analysis were used for the purpose of supporting the qualitative data.

Table 1. Comparison of differences between two educational institutions

| COMPARED EDUCATIONAL INSTITUTIONS | |
|---|---|
| GERMAN ELITE SPORTS SCHOOLS | SPORTS HIGH SCHOOLS IN TURKEY |
| History | |
| It was established in 1952 under the name «Sports Schools for Children and Young People» and has undergone various stages and it took its final name and structure in 2000. | It was founded in 1984 under the name of "Physical Education and Sport Vocational High Schools" and has undergone various stages and it took its final name and structure in 2013. |
| Founding and Supporting Institutions | |
| German Olympic Sports Federation / National Sports Federations, State Education Associations, State Health Associations, etc. | Ministry of Education |
| Finance | |
| The Lander gives unlimited budget support through the Deutscher Sparkassen- und Giroverband (DSRV) (Radtke and Coalter 2007). | Limited treasury budget |
| Main Aim | |
| Helping young athletes competing and trained at the elite level by more systematic and flexible ways in order to continue their training | To provide students with basic knowledge and skills in the field of physical education and sports, as well as to educate qualified people in the field of physical education and sports |
| Operation | |
| They are institutions that provide academic training and have special sports profiles. The number of elite sports schools in 2007 was 38 in total. | They are the institutions that are established for the purpose of providing sport-oriented education. According to 2015 data, there are 55 sports high schools in our country. |
| Student Selection | |
| In any sport, membership is the recommendation of the teachers or coaches of the clubs they participate | Sports background and ability are not required, the only way for selection is the exam. Each school is obliged to |

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|---|--|
| in. All recommended athletes are placed in schools. Accommodation is allowed. | take its own examination and to decide to choose their students. Accommodation is partially granted. |
| Student Population | |
| 11.500 (2015) | 9.910 (2015) |
| Teacher Selection | |
| Expert regional coaches appointed by the German Olympic Sports Federation | It has been decided that the physical education teachers should be chosen by the exam which will be made by the exam commission for the sports high schools |
| Curriculum | |
| General education curriculum that prepares higher education (Abitur) | The curriculum prepared with the sports science lessons is focused solely on the undergraduate sports sciences. |
| Academic Registration | |
| Loyalty in an elite sport is introduced as a concept affecting young people's self-perception skills in a positive way and a positive academic self can be proposed as a personal resource in the process of coping with stress (Radtke ve Coalter 2007). | In the Tenth Development Plan Sport specific report, it was concluded that "sports high schools should be structured in a way to provide specialized training, increase the level of academic education and have adequate physical equipment in sports" (Kalkınma Bakanlığı 2013). |
| Specific Training for Sports Branches | |
| These schools provide training for all Olympic branches. Each school is focused on the central sports branch offered by the local Olympic support centre | They are a general sports high schools which give theoretical and practical training on basic sports branches, rather than focusing on a single sport branch. |
| Achievements | |
| Between 2001 and 2004, current and former athletes have won a total of 683 medals in the toddler world and European championships; they have additionally won 327 medals in the Olympic Games, world and European championships (Radtke ve Coalter 2007). | When the success of sports high school is examined, it is determined that the sports achievements are rather low compared to other high school types and special high schools. Sports high schools are far behind in success rates compared to other high schools in both team sports and individual sports (Şentürk, 2016). |
| Higher Education Level | |
| Each student is registered on the university which is appropriate for them including sports departments by the recommendation of their coaches and without any divisional examinations | Each student chooses the department they want in accordance with the score they get from the examination required for higher education. They enter special aptitude exams for sports departments. |

3. RESULTS

The current educational policies of Germany and Turkey have been examined regarding the training of talented athletes, which constitute the main theme of the study. As a result, there have been very significant differences in the qualitative sense for special education services offered to talented young athletes for Germany.

The number and qualifications of physical education teachers, the number of academic and sportive facilities, the academic and sporting competences of the students and the level of the achievement of the aims of the students are very inadequate according to the existing situation of the sports high schools which are established with the special purpose determined for the education of the talented young athletes in our country.

It has also been determined that the academic and training opportunities offered to young German athletes by German Institutions for their outstanding achievements in the Olympic Games, particularly those investigated by the researcher, will not be available within the framework of the existing education system of Turkey. The rapid introduction of educational reforms that will bring existing sports education programs to European standards will be an opportunity for the realization of unrealizable goals of sports high schools. Numerous elite athletes who are trained in sports high schools whose performance will be increased will be future representatives of Turkish sport.

The will reach not only a long time but also a short period of time with the national strategy and large-scale initiatives to be prepared in the framework of the education and sports policies to be determined, as well as the country's.

Our country having potential to reach the desired levels of international sport in terms of both population density and economic structure, will arrive at a time not too long for the specified targets determined by national strategy and large-scale initiatives that are drawn up within the framework of education and sport policies.

It is important in this context that the legislators of our country, which has been enacting various laws for a long time in order to become a full member of the European Union, take into account the proposals presented separately to the practitioners and the researchers in the light of findings obtained as a result of the work.

4. SUGGESTIONS

As a result of the results of the study, it became a necessity to present some suggestions to the Ministry of National Education, the Council of Higher Education, sports federations and clubs. Ministry of Education must review the curriculum of sports high schools, modernize sports high schools on the basis of European Sports Education, and should actualize specific branch high schools. The Council of Higher Education should consult the academicians about the establishment of sports vocational colleges. Sports federations and clubs should be supporters of these proposals for the development of sports.

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