RELATING TO THE CONVENTION BASIS IN THE CONSTIVIST TRAINING APPROACH: A QUALITATIVE RESEARCH

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Özet

Eğitim, bireylerin kültürüne, kişisel gelişimine, yeteneklerinin ortaya çıkarılmasına ve sosyal hayata uyum sağlamasına hizmet eden önemli bir araçtır. Günümüzde teknolojik gelişmelerle beraber bilgiye ulaşmanın kolaylığı özellikle öğrenciler üzerinde eğitimin ve okulların geri plana itilmesi yönünde bir algı oluşturmaktadır. Okulların inandırıcılığının kaybetmesinin meydana getirdiği sorunların başında ise bireyin eğitime ihtiyaç duymadan yeterli olma duygusuna sahip, fikir yürütemeyen, deneyimsiz ve hazırcı bireyler meydana getirmesi yatmaktadır. Bu sorun toplumların topyekün gelişmesine ve ilerlemesine engel olmaktadır. Yapılandırmacılık kuramı ise bireyi bu olumsuz düşüncelerden kurtararak bireyden beklenen bilgiyi yapılandırıp özümsenmesiyle beraber doğru ve güvenilir bilgiler üreterek ve tutarlı davranışlar sergilemesidir. Öğretmenler üzerine yarı yapılandırılmış görüşme formu ve ölçüt örnekleme yöntemi kullanılarak yapılan araştırmada sonucunda, öğretmenler sınıflarda ikna tekniklerini kullanarak en sorunlu gördüğü konuda ders işlemiştir. İkna temelli işlenen derslere yönelik yapılan analizler sonunda işlenen derslerin konuların anlaşılırlığını ve derslerin verimliliğini artırdığı belirlenmiştir. Ayrıca araştırmada okullardaki eğitimlerin seviyesini veya kalitesini arttırabilmek için içerik ve öğrenen araştırmasını zorunlu kılan ikna yöntemlerinin kullanılabileceği gibi sonuçlara ulaşılmıştır.

Anahtar Kelimler: Yapılandırıcı eğitim, İkna, Kişisel gelişim, İletişim

YAPILANDIRMACI EĞİTİM YAKLAŞIMINDA İKNA TEMELİNE İLİŞKİN: NİTEL BİR ARAŞTIRMA

Abstract

Education is an important tool that serves individuals' culture, personal development, revealing talents and adapting to social life. Today, the ease of accessing information together with the technological developments creates a perception towards pushing education and schools into the background, especially on students. At the beginning of the problems caused by the loss of credibility of schools is the formation of individuals who have the feeling of being sufficient without needing of education, who are unable to carry out ideas, who want everything ready and inexperienced. This problem prevents societies from developing and advancing completely. Constructivism theory is that shows consistent behavior by recovering the individual from these negative thoughts by constructing and assimilating the information expected from the individual, by producing correct and reliable information. As a result of the research carried out using semi-structured interview form and criterion sampling method on teachers, teachers gave lessons on the subject they found the most problematic by using persuasion techniques in classrooms. As a result of the analysis made for the courses taught based on persuasion, it was determined that the courses taught increased the comprehensibility of the subjects and the efficiency of the courses. In addition, in research, results have been reached such as the persuasion methods which require the content and learner research that can be used to increase the level or quality of education in schools.

Key Words: Constructivist education, Persuasion, Personal development, Communication

Introduction

People start learning from the moment they are born in line with their skills, interests and needs. These learned knowledge and skills develop gradually over time and turn into other knowledge, skills, acquisitions and experiences. Society's level of development increases or decreases with the importance that they attach to their education. Societies aim to increase the quality of education, culture and life while transferring their culture, customs and traditions and social rules to individuals through family, environment and schools. Because education, besides wanting the people that they want to train to have the best equipment, they want individuals to have the best character and consciousness (Ulusoy & Dilmaç, 2016: 1).

Studies have been going on how and to what extent our learnings which is a vital necessity for centuries. The most important factor that is contributing to this effort is what has been learned through practice and observation as a result of experiences. While the learning process resulted in a change in behavior and attitude, studies on knowing, researching and making sense of the values that affect this process positively or negatively paved the way for people to lead a better life in a shorter time. Values are valuable to communities, people who act in accordance with values are also valuable for the society (Dökmen, 2004: 60). Societies determine education and training activities through the education systems run by their ministries and these systems are implemented by schools and other necessary institutions in line with their educational approach. These educational approaches that serve the individual's learning also direct education systems in a discipline. All educational approaches aim at many attitude and behavior changes based on logic and emotion. Studies in the field of education emerge as a learning approach called constructivist approach, which takes the information, makes it sense, rebuilds, reconstructs, creates, contributes to the training of individuals by generating new information with the information it receives. Understanding and signification are two concepts that are at the heart of learning. Understanding and signification requires acceptance in the mind. Acceptance in the mind provides the kneading of knowledge with the current situation with a constructivist approach.

Persuasion is a communication process that changes individuals' attitudes and behaviors. The process of persuasion with internal and external dynamics serves to change attitudes and behavior logically and emotionally. While people changing their behaviors and attitudes about what they are convinced, they do the opposite when they are not convinced. While persuasion requires the ability to make choices with self-determination, elections are the main path separations that give directions human life, shape life and determine the process.

Learning

Cognitive learning is defined as the change in the individual's mental structures (Eggen & Kauchak, 2001). This mental activity relates to the lower and upper activities in itself. Cognitive information and process theories examine how people react to environmental events, coding information to be learned and associating it with information in memory, storing new information in memory and using it when necessary (Shuell, 1986). According to Albert Bandura's social cognitive theory, learning is the behavioral potential emerging through changes in behavior or experiences (Schunk, 2001). All these definitions of learning express the mental and behavioral changes of the individual. Considering the forms of this development, according to Vygotsky, cognitive development is from the environment to the individual. Children monitor interactions between people in the outside world, interact with others, and use all these interactions for their own development (Koç & Demirel, 2004). According to Piaget, the human mind consists of dynamic and cognitive structures that helps us to make sense of everything we perceive (Brooks & Brooks, 1999). Learning takes place in every field of life, at home, at work, at the market, at the

bazaar, at school, and in short, throughout life, at every moment and everywhere of life. Dewey, on the other hand, states that school is not a place to prepare for life, but it is itself (Cevizci, 2012; Gutek, 2006; Sönmez, 2009).

Constructivist Education Approach

It is believed that knowledge carries the characteristics of the person who creates it, namely the information is subjective, not objective, this approach, which is believed to be able to create conceptual understanding in the mind by using what he hears, what he reads, the experiences and observations in the social groups in which the person is involved in while creating his own knowledge, is called the constructivist, formational, reconstructor, reconstructive and integrative or originally referred to as constructivist learning approach (Sarıgöz, 2008). Whether the learner is a woman or a man, he constructs information individually. Structuring of meaning is learning and there is no other type of learning (Aydın, 2007: 12). Constructivism is to teach learners how to learn, to blend information for them, and to make newly created knowledge more meaningful in the mind. When looking at the modern goals of education, firstly, it is to create a human model that can use information effectively, namely, knows how and where to use the information, determines its own learning methods and knows how to learn, and uses its previous knowledge in generating new information (Abbott & Ryan, 1999). It can be said that the constructivist approach has an important and very effective role when used properly in achieving the goals of all students (Kaya, 2005: 32).

Constructivism, which started to develop as a theory about how learners learned information, has become a theory about how learners structure information over time (Brooks & Brooks, 1999). Learning is based on the principle that the learner receives the information what he/she learned before, not briefly memorize it, and combines the information which he/she has acquired with the information that he has previously acquired. On the other hand, the learner reconstructs the previously acquired knowledge by restructuring it in his mind and begins to use this information he has assimilated thoroughly in his daily life (Kaya, 2005: 32). In educational environments where constructivist approach is applied, cooperative learning or problem-based learning is generally used for students to take responsibility. In this approach, the underlying reason for using the cooperative learning method is that the students feel more comfortable and safer and in a more intimate atmosphere in the classroom environment. The reason why problem based learning is preferred is that the learning members actively participate in all learning processes by looking for solutions together.

Brooks & Brooks (1999) states that the most important feature of constructivism is that it gives the learner the opportunity to structure, construct, interpret and develop information. Constructivism is a cognitive learning based approach as a result of mental structuring. In the usual method, the teacher can give the information directly to the learners or the learners can obtain the information from the visual or audio broadcasts. However, understanding, comprehending, and hearing information is not the same as mental structuring. When the learner encounters a new piece of information, he first uses his previously created rules to get to know and explain his environment, or creates new rules to better explain what he perceives (Kaya, 2005: 54).

According to Socrates, who is accepted as the first constructivist, both teachers and learners should interpret and create the information and facts which is hidden in their souls by revealing them by talking to each other and asking questions. Socrates wishes the individual to answer the questions with the information that exists in his mind, so that the individual himself can reach the answers to the questions asked (Hilav, 1990). As a matter of fact, Socrates succeeded in teaching the Pythagorean theorem to a slave who had never been trained and he

enabled this slave to reveal the hidden information in his mind (Cevizci, 2012; Sönmez, 2009). Socrates exhibited a constructivist approach with this study and tried to convince the environment and the individual with a constructivist approach in learning. Thus, Socrates brought speed and direction to the individual's learning by approaching the individual or subject based on persuasion.

Constructivist learning approach has brought a new dimension to the educational process by placing the student at the center of education regarding the nature of knowledge and learning and has given more importance to the individuals who knows more. According to the constructivist theory that gives importance to the mind and consciousness in learning, the individual should always use his mind and keep his mind open. In this process, of course, the past lives and the environment of the individual have a big impact (Olkun & Uçar, 2004). Constructivism advocates that the knowledge is created, discovered and tested by the individual. The individual reaches information through his previous experiences and by making his own thoughts meaningful. It also assumes that the learner creates the information individually and socially and is based on theories such as productive learning, learning by discovering and situational learning (Özden, 2009). Constructivist education approach, which has been accepted in many countries and enables individual development, enables learners to associate, make sense and reconcile the knowledge that they have newly learned with the previous knowledge.

Persuasion

Understanding the concept of persuasion and understanding its methods is undoubtedly a very important issue for the teachers who prepare individuals for life and make life more meaningful. Persuasion should not only be a force in the hands of politicians, sales consultants or advertisers, but should also be a tool that teachers and learners know well to use. According to Janis (1959), persuasion is the art of forming people's thoughts in the desired style with words. Persuasion is a communication process that aims to influence the person's attitudes and behaviors without forcing them (Ana Britannica, 2001). According to Bettinghaus (1980), persuasion is an attempt to consciously change the movements, ideas and beliefs of other individuals or groups of individuals with the message sent by the individual.

It is not possible to expect a contrary change in the attitudes and behaviors of the opponent or others as a result of a speech (Verderber-Rudolph, 1985). Because it is not just the message or messages that they receive in a moment that affects people. While there are many factors such as they learned in the past, what happened, the psychological condition of them and the environmental factors, it is quite difficult for a person to be convinced by an incoming message (Can, 1991). In the changes that do not happen all of a sudden, needs and time are often determining. In the persuasion process, besides verbal persuasion, auxiliary materials that reveal the causes of the subject to be processed and which can activate the emotions in accordance with moral values should also be selected (Verderber-Rudolph, 1985). There must be a pure intention to persuade on the basis of persuasion and communication must be the tool used to achieve this goal. In other words, persuasion is related to the convincing feature of communication, and therefore communication processes, conviction and persuasion processes shows consistency (Simons, Morreale & Gronbeck, 2001). When the basic communication models are examined to understand the need, we come up with an effective method that Lasswell (1973: 73) developed using the concepts of 'who says what, with which channel, to whom, with what effect'.

At the end of the process of persuasion, the individual's attitudes and behaviors change based on logic and emotion. It takes a long time for the attitude to occur, and behavior can enable immediate action (Can, 1991: 30). Logic is a science or an art that protects the mind from

mistakes in thinking activity and shows the rules, measures and methods of correct thinking (TDV, 2001). Yıldırım (1997) rationalizes the logic as proving only the forms of reasoning, trying to determine the criteria or rules that are used to distinguish which of them are invalid with certain judgments; defined the accuracy of one thing based on something else or more. The form of propositions or inter-proposition relationships consisting of right and wrong thoughts, which are converted into sentences through language concerns the logic. In other words, the fact that the propositions contain true and false information in terms of their content or subjects also concerns the logic (Can, 1991: 46). In this context, the individuals can establish logic with false propositions, and live in accordance with his logic with incorrect information. This situation will not show that the individual is on the right track, the individual will understand that he is on the wrong track only by reasoning according to the criteria or propositions created with the right information.

Emotion is the echo, effect, reaction or impression that an event, someone or an object creates or awakens in the inner world of the human (TDK, 2005). As well as individuals have different physiological features from each other, they have the characteristics of the social environment in which they live. Different emotional development with social or cultural differences, may cause various formations or expressions (Can, 1991: 41). The situation to be said about the relationship between emotion and persuasion will affect the target by the source's putting emotional expressions on the message. In order for this effect to be positive and at maximum level, emotional expression must be in harmony with the content of the message and the structure of the source. Likewise, emotional expressions that may affect the previously known or possible target audience in line with the goal should be in line with the emotional sensitivity of the target (Can, 1991: 45).

While the effect of emotions on learning creates a feeling of happiness in the areas learned, it creates a feeling of unhappiness in the areas not learned. Naturally, individuals who do not want to live with the feeling of unhappiness will prefer to move away from the area which is not learned with explanations such as 'I can not' or 'it will not work'. In the areas where learning takes place, because happiness is naturally preferred, the individual will easily go to specialization in this field. In the process of persuasion based on emotion and logic, messages dominated by logic and emotion are generally accepted by the individual in terms of the benefit-loss axis. These benefits and losses are considered as short, medium and long term. While the situations where logic and emotions are approved together provide persuasion without creating a conflict, it can be said that in contradictory situations, emotions are mostly adapted to logic or that logic controls emotions.

Stages and Elements of Persuasive Communication

Since the concept of persuasion has a very comprehensive and complex structure, it can be realized under many different variables and effects. For this reason, it will be useful to examine the stages and elements of persuasive communication along with the theoretical approaches that help to understand how persuasion is realized, especially on a psychological basis and gives different perspectives to the subject. The elements of persuasive communication are source, coding, channel and message, respectively (Kayalar, 2019).

The elements of persuasive communication play a major role in the stages of the communication process, and in this sense, it is also important to understand how persuasion occurs.

The source is the person who encodes and transmits persuasive messages. The source also plays an important role in understanding the message. In other words, when the same message is transmitted by two different people, it can create different effects (Bettinghaus & Cody, 1994: 5).

The source must be reliable first in order to convince the target audience. The fact that the resource is honest and expert increases its persuasiveness and reliability (Seymenoğlu, 2009: 94). The listener must be confident about the purpose of the source. When the listener knows that the source does not benefit from communication, he has more confidence in the source (Balcı, 2013: 23-24). The resource should also have the skills to be knowledgeable, conscious, able to grasp quickly, identify important and unimportant, necessary and unnecessary situations, and quickly analyze and take action with what is right or not. In addition to all these, he should analyze the feedback from the target audience well and is able to redirect communication in this direction (Anık, 2016: 42-43). Physical appearance and similarity with the target also play an important role in the persuasion process (Seymenoğlu, 2009: 94). In addition to this, the social status of the resource, honesty, sincerity, being a beloved person and charismatic, as well as personal characteristics such as degree of religiosity, age and gender can affect the target audience (Balcı, 2013: 25). When the qualifications of the teacher and the source are compared in the education process, the ones expected from the source are also highly expected from the teacher.

Coding is the preparation of information, message and thought for transmission. The source encodes the message and delivers it to its destination through a channel in order to create the same emotions in the mind of the target audience. This coding should correspond to the common experience of the source and the receiver. The wider the common field of experience, the stronger the communication succeeds (Kotler & Armstrong, 2001: 519). Apart from language, the source can make coding with the style of saying, the frequency of expression, gestures and facial expressions. Researchers have classified coding systems under different categories. However, the codings that is understood by the target audience made by the source in general depends on the common social accumulation and life experiences they have (Balcı, 2013: 27). In addition, it should be determined which type of messages to be transmitted more successful as visually, audibly or linguistically, and that environment should be selected (Seymenoğlu, 2009: 100). The coding of the teacher depends on the past experiences with the learner, sincerity and the strength of the bond between them.

The channel is the necessary tool for the message to reach the target audience. Persuasive communication channels are divided into two groups: mass media and interpersonal communication in general. According to some researchers, the more sensory organs involved in a communication process, the more powerful, effective and successful communication will be (Balcı, 2013: 30).

The message is one of the most important elements of persuasive communication. The successful configuration of the message ensures that the communication is successful. According to Schramm (1992: 113), the conditions required for a message to produce the desired effect:

1. The message should be designed and transmitted in a way that attracts the attention of the target audience.
2. The coding of the message should be based on the common social knowledge and experience of the source and target audience.
3. 3. The message should evoke a need for the target audience and include content that states that this need will be met.
4. 4. The way suggested by the message in meeting the needs should be in accordance with the cultural values and norms of the target.

In other words, the main feature of the persuasive message is its capacity to activate the necessary motivation in the target audience. Without this feature, messages fail to create the

necessary effect on the target audience. Presenting the messages to the target audience by concentrating on certain ideas is an effective method for persuasion (Balcı, 2013: 33).

In one of the important studies about the use of persuasion in education, Murphy (2001) firstly defends that students should trust their teachers in order teachers to transfer information to their students, which can only be done by persuasion. Murphy (2001) defines the features of teaching related to persuasion as changing the feelings, knowledge and interests of the student in the right direction, and while doing all this, accepts to respect the life and ideas of the student's customs and traditions or family life (Deniz, 2007; Cyndie, 2001; Alexander, Fives, Buehl & Mulhern, 2002; Fives & Alexander, 2001).

Persuasion Techniques

It is important in education and training activities that all factors are appropriate and sufficient for persuasion. Therefore, it is important for all teachers and students to understand persuasion techniques in order to base their teaching strategies with persuasion strategies. There are 8 basic persuasion techniques, the effects of which have been proven through institutional studies and are used frequently in daily life as well as in professional life. According to Demirtaş (2004: 76), these techniques:

1. Foot In The Door

2. Door In The Face

3. Low-Ball Technique

4. That's Not All

5. Yes Yes Technique

6. Don't Ask If, Ask WhichTechnique

7. Planting Technique

8. Debt Insertion Technique

1. *Foot In The Door Technique;* developed by Freedman & Fraser. In this technique, people are firstly persuaded to fulfill a small, impenetrable demand, and then gradually larger demands are made (Freedman & Fraser, 1966). Following the transfer of information according to the learner level, the size of the point reached with the learned ones will increase the difficulty level of the new learned one. For example, a person who gets warm in physical education lessons with short conditions can do long jogging so reaches the goal by opening the door.

2. *Door In The Face;* it's the opposite of the foot in the door technique. In the door in the face technique, people are asked to comply with a great behavior that is assured that they will refuse firstand then their degree of desire is reduced (Burgoon & Bettinghaus, 1980: 157). It can be evaluated as a technique that will provide motivation in the tasks to be given to the learners. For example, while thinking about the difficulty level of the learner who hears the sentence of ten laps around the football field, dropping it on a tour will convince the learner to run. For this technique to be effective, the time between the two requests must be very short and these requests must be clearly interrelated (Kalender, 2005: 135). However, the first request should not cause resentment, anger or hostility in the target, and the source should not appear compromising in the eyes of the target audience (Burgoon & Bettinghaus, 1980: 158-159).

3. *Low-Ball Technique;* in this technique, first of all, an acceptable proposal is presented to the target, and when the proposal is accepted, different proposals are presented. Unlike the foot in the door technique, in this technique the request does not require to be larger than the next

request, and subsequent requests may be smaller (Demirtaş-Andaç, 2005: 80). The basic principle of this technique is that once people start taking an action, they are more likely to accept a small increase in the cost of this action (Balcı: 2013: 49). Taking time to learn creates time cost for the learner. The unhappiness of this cost reduces attention and concentration in learning activities, makes the learning difficult and turns it into boredom. For this reason, using less time for learning activities will allow more use when necessary.

4. *That's Not All Technique;* This technique is based on a request for a discount without declaring whether it accepts the target request. Unlike the first big and then small request technique, in this technique, the second offer is presented without waiting for the first request to be answered (Demirtaş-Andaç, 2005: 81). In addition to the benefits obtained during learning, adding charm to the experiences will have multiple effects of the activity, and some problems will lead the individual to learn. For example, it will be motivated the students to say that if they write a comment on the visual, the lesson will be ten minutes apart and to indicate that chocolate will be served in the meantime.

5. *Yes Yes Technique;* In this technique, questions are directed to which the target can answer 'yes' in a row. The real question is left to the end. In this way, it is easier to make the target say 'yes' in the last question (Larson, 1995).The target that answers 'yes' to the questions is likely to answer 'yes' to this last question (Kayalar, 2019). For example, a middle school student may be asked, 'You are studying seven lessons a day, right?'. Then a 'yes' answer is asked again, saying 'You are going for forty minutes for each lesson.' Then, by saying 'You are taking a total of four hours and forty minutes in a day', a yes answer is received again. As the target question, 'If we get about eight hours of sleep a day, would you study one hour of your remaining ten hours?' the target can be persuaded to answer yes.

6. *Don't Ask If, Ask WhichTechnique;* With this technique, in a sense, they are offered direct options without being asked whether they want to make a choice about any subject or not (Larson, 1995: 330). Providing a quick motivation and the direct involvement of the student directly in the subject by the technique will affect the learning positively. For example, in the foreign language lesson, two options given as 'Do we start by reading or by speaking?' will directly activate the learner.

7. *Planting Technique;* This technique is often used in advertisements. In this technique, it is aimed to be in the mind of the target by trying to address one of at least five senses (Larson, 1995: 330). It will reinforce the learning demand of the learner by providing interest in learning, as it will evoke the positive memories in the mind of the learner. For example, phrases such as short stories and warm poems instead of stories will have more place in the mind of the target.

8. *Debt Insertion Technique;* As it is understood from its name in this technique, first of all, a struggle is given for the target and the target is made to feel indebted. In this way, the equality will deteriorate and the target will want to do whatever it takes to compensate (Demirtaş-Andaç, 2005: 83).

Apart from the above techniques, there are two other communication techniques, especially 'repetition of the message' and 'appeal of fear', which are frequently used in political communication (Balcı, 2013: 44).

Repetition of the message; It is seen as a highly effective technique among persuasion strategies. Messages that are transmitted through repetition are in the memory of people and are better understood by people (Kalender, 2005: 135). This technique, which is used very frequently in behavioral education approach, can be seen as associating and strengthening knowledge with bridges within the constructivist education approach.

Fear appeal; It is a method frequently used in persuasive communication. Strategies such as fear, punishment and discouragement can be used to change the habits of the target audience. In this way, it is aimed for the target audience to display an attitude and behavior in the direction desired by the source. The aim is to make sure that the target realizes that they need to change their behavior (Bettinghaus & Cody, 1994: 61). Showing the results of negative or harmful choices and behaviors based on social awareness or data will affect attitudes and behaviors. Explaining the quality of life based on data and visuals in people with substance abuse aims to develop behavior and attitude with fear of harmful substances. However, it is necessary to pay attention to the dose of fear. According to some researchers, arousing more fear than necessary is counterproductive and surprises the target enough to prevent him from doing anything.

All these techniques can be associated with the learning process and provide new perspectives on learning according to the results of measurement and evaluation. The use of persuasion in the learning process will force the learner to recognize and question various failures and develop various solutions. A teacher with persuasion skills will become more aware of the obstacles that he encounters during the lesson and will overcome these obstacles without difficulty.

Method

In this research carried out with qualitative data collection techniques, semi-structured interview technique was used. Semi-structured interviews eliminate the limitation in tests and surveys based on writing and filling due to its certain level of standard and flexibility and help in obtaining in-depth knowledge on a particular subject (Yıldırım & Şimşek, 2003). In semi-structured studies, the meaning given by people to the research topic is important since their opinions about the subject being researched are received (Merriam, 1988).

Working Group

Criteria sampling method was used to determine the study group. Criterion sampling is the creation of the sampling from individuals, events, objects or situations with the specified qualifications (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2009). The main criterion determined in the research is the selection of the institution carrying out education and training activities. Because in this research, the opinions and observations of the participants about the learning process in a discipline was tried to be determined. The results of the relationship between learning and persuasion to be observed in the lecture environment will be specified in terms of the learner and the teacher. Determining the participants from the school where the researcher is working as the administrator will enable the participants to be evaluated with their characteristics. The first participant for the research was determined due to the disciplined and effective work in the school, the other participants is determined from different ages and experiences. The research was conducted on a voluntary basis. Researching in classrooms where attitudes and behaviors that isn't learned or have a negative effect on learning was considered important in terms of seeing the effect of the study.

Table 1. Demographic features of the participants of the research

	K1	K2	K3	K4
Gender	Male	Female	Female	Female
Age	38	24	38	33
Profession	Teacher	Teacher	Teacher	Teacher

Branch	Turkish	Mathematic	Science	Mathematic
Education Level	License	License	License	License
Seniority Year	11 years	1 years	14 years	12 years
The Class S/He Has Problem With	7	8	8	5
Attendance(%)	50	50	40	50

When Table 1 is examined, it is seen that 1 of the teachers who participated in the study were male, 3 of them were female, 4 of them were undergraduate, 3 of their professional seniority were over 10 years, 1 was 1 year, and their branches varied in Turkish, Mathematics and Science, It was determined that classes at different levels with negative attitudes and behaviors were 5th, 7th and 8th grades at the secondary school level.

Data Collection Tool

Semi-structured interview form was used in the research as a data collection tool. The semi-structured interview form was designed for classes with negative attitudes and behavior. In the interview form, questions were selected on negative behaviors and topics that were considered difficult by the class and low success. In the preparation of the interview questions developed by the researcher, firstly, interviews were made with the teachers who have at least ten years of experience in their fields, questions were prepared from the information obtained from these interviews, and the questions were corrected after receiving the expert opinion from the academicians who are faculty member in the field of educational sciences. In the study, attention was paid to the principles such as easily understanding the questions to be asked and not being multidimensional and not guiding the respondent (Bogdan & Biklen, 1992). The opinions of the Turkish teachers were also consulted to check the prepared interview form in terms of spelling and meaning. With the finalized interview form, an experimental application was made and it was decided that there was no problem after the application.

Data Collection

Sound recording device, notebooks and pens were used to collect the data to be obtained from the research. The questions in the interview form were asked to each participant at different times and their opinions on the subject were received. Voice recorders were generally used in the interviews. When the interviews were completed, the opinions of the participants were analyzed, and since the interviews were overlapped at certain common points, there was no need to interview more participants.

Data Analysis

Descriptive analysis and content analysis techniques were used to analyze the research datum. Descriptive analysis; It is an analysis technique in which the data obtained are summarized and interpreted according to previously determined themes, direct quotations are frequently used to reflect the opinions of the individuals interviewed, and the results obtained are interpreted within the framework of cause and effect relationships (Yıldırım & Şimşek, 2003). Descriptive analysis technique; data reduction, presentation of data, conclusion and verification were realized within the framework of three activity steps (Tünüklü, 2000). In the presentation of the data, the criteria of striking, explanatory, diversity and extreme examples were taken into consideration (Ünver, Bümen & Başbay, 2010).

Findings

Participants' opinions were coded without giving their names. Accordingly, it was coded as 'K' in terms of expressing 'Source' for the participants and each participant was given a number as 'K1, K2, K3 and K4' with their codes. In this part of the research, the questions in the interview form are grouped according to sub-problems.

Opinions on the Learning Level were formed by examining the answers given to the questions in the interview form. Due to the fact that the interviews and the studies carried out produced similar results with the 3rd and 4th person the study was limited to four people.

The first question is, 'What is the class and behavior you have the most problems on the basis of class?' when the answers given are examined;

K1, said that there was indifference to his class in the 7C class.

K2, He stated that they seem to be listening in the 8A class but they do not.

K3, He said that the 8B class cut his word too much.

K4, He explained that in the classroom 5A, the learners concentrate on their own problems, not the lessons, and it takes time to attend the lesson.

Question 2, 'What are the works you have done to change this behavior?' when the answers given are examined;

K1, K2, K3 and K4 stated that they changed their expression methods in similar ways, they gave the class awards and punishments, but they were not successful.

In the third question, 'If you have a lesson subject that students have difficulty in learning, can you write?' he was asked;

K1, had difficulty in additional verb in the specified class,

K2, had difficulty in factoring in the specified class,

K3, had difficulty in simple machines in the specified class,

K4, said that he had difficulty in fraction problems in the specified class.

In the 4th question, the studies on understanding the subject were asked that K1, K2, K3 and K4 changed their expression methods, they gave extra-curricular activities, but the students were not successful because they were indifferent and irresponsible.

Three sub-themes were determined from the analysis results of the answers given for the sub-problem. These themes are subject-dependent reasons, classroom-related reasons, and student-related reasons. When the emphases that constitute these 3 sub-themes are analyzed, it is seen that the most striking subject is that the student's interest in the lesson is not sufficient (K1, K2, K3 and K4) and the level of difficulty of the subject is high (K1, K2, K3 and K4).

It has been observed that the teachers' assessment of the current situation in terms of their own subjects is about 47.5 percent (K1 = 50, K2 = 50, K3 = 40 and K4 = 50).

With this preliminary assessment, general information about attitude and behavior change was given to the teachers by persuasion and solutions were developed for the lesson using the persuasion techniques. The persuasion-based processing of the described persuasion methods using 'Door Opening Technique' and 'Not Only That Technique' was decided as a common idea in the meeting with the sources.

Table 2. Class participation rates in courses taught by persuasion method

K1	from % 50	to % 95,
K2	from % 50	to % 90,
K3	from % 40	to % 80,
K4	from % 40	to % 70

In Table 2, it was stated that the level of listening and attending classes increased significantly in the lessons taught based on persuasion based on K1, K2, K3 and K4, and this rate increased in the classroom observation and measurement studies and the learning levels increased at the same rate. The students sitting in the classroom without listening and passing the lesson passively took into account the information to be given by persuasion technique and demanded the knowledge as persuasion to learn. The wrong attitude and behavior, which is in the form of not listening and passing the lesson passively, are stated by the sources that it evolves to the right.

Conclusions and Suggestions

Conclusion

Education, which provides the opportunity to live better, aims to raise individuals with social structure and age-appropriate competencies. However, considering the situation in our country, it is a fact that individuals do not reach the expected level and cannot obtain the behavior expected from them (Başar, 2001: 7).Constructivist education approach builds learning according to our knowledge, interests, past lives and values. This approach is a learning method that takes the individual to the center due to the subjective elements it contains but not abstracts from environmental effects. Learning requires the use of logic and emotions when establishing a network of logical and emotional relationships. Education based on persuasion, which aims at logical and emotional attitude and behavior change, is compatible with the constructivist approach. In most of the established communication, people aim to persuade him or her to change behavior (Yüksel, 1994: 3). In learning and persuasion should be taken into consideration of the individual's level of readiness, knowledge, values, and the characteristics of the society in which the individual lives. In the persuasion process, these elements are carefully centered and internal motivation is formed. Applying persuasion techniques allows the teacher to quickly evaluate the learner while pushing them to seek solutions for the purpose.

In the second interview with K1, K2, K3 and K4, in response to the first question, the teachers said that they observed behavioral changes to a large extent and the positive behavior change detection ethics in their measurement.

In the second interview with K1, K2, K3 and K4, in response to the second question, the teachers said that the persuasion technique applied greatly increased the students' understanding of the lesson.

Accordingly, K1, K2, K3 and K4, with a preliminary interview, turned to seeking solutions for the problem and taught lessons on what he deemed most problematic using persuasion techniques. Measurements for persuasion-based lessons showed that the comprehensibility and efficiency of the lesson taught increased by an average of 38.75 percent.

In the constructivist education approach, persuasion-based teaching methods make the learner to be a lifelong learner by only removing it from being a student for a certain period of time. The fact that the demandability of education disappears over time causes education to be discarded in the individual. Any individual who is convinced to be a student and learn and who

demands learning should first wish to receive basic education or compulsory education at school. In other words, in order for the individual to be a student, he must choose to learn. Therefore, the individual needs to be particularly convinced. Functions of persuasion; to change and develop existing attitudes and behaviors, to create new attitudes and behaviors (Mutlu, 1994: 185). In the process from childhood to adulthood, due to the level of development, persuading the individual in the age zone that he mostly does not notice and sees himself sufficient the individual will often turn into a learning. For this reason, in order to raise the level of their education to a higher level, countries should establish a constructivist approach philosophy based on persuasion technique for all courses and plan their courses in accordance with this philosophy at every stage of their education.

Suggestions

As it involves mental and emotional development, it is necessary to increase the studies aimed at getting to know the individual. In education, the seeds of persuasion should attentively be discarded, environmental supporters should be considered and used effectively. In order for learning to be permanent and turn into behavior, it is necessary to expand the individual acceptance rate by providing diversity of perspectives.

It is very important for teachers to be successful in persuasion techniques (Jamieson, 1996) because the individual's success in education and training will affect his whole life. It is the job of the teacher to motivate the student and persuade him to succeed. Persuasion is a feature that makes the teaching process successful. Therefore, teachers must use persuasion methods successfully (Cyndie, 2001). Studies on teacher recognition, persuasion techniques and communication skills should be increased in teacher training and persuasion ability should be evaluated at the highest level among teacher competencies.

Controlling the encouraging and inhibiting effect of emotions in learning allows the individual to develop their interests and abilities. For this reason, the lessons should be disconnected from negative emotions through persuasion, teachers who tend to give students the desired behavior should learn the persuasion methods fully and use them effectively when necessary (Türkkan, 2000: 18).

Education is an important factor in revealing the characteristics such as interest, relevance, skill and ability starting from the individual's instinctive behavior from birth. In order to develop all these features, the individual needs to use technology effectively, which is becoming more and more important. Therefore, as time goes on, the individual needs technology more than ever before in order to increase his knowledge level, to be cultured and to dominate nature (Alkan, 1997). Teachers or educators should conduct research on persuasion methods and train themselves on this subject by using the benefits of technological advances to make our lives easier.

Teachers who want to train themselves about persuasion methods or prospective teachers should be equipped with necessary information by providing various trainings by Public Education Centers, Universities, National Education Directorates or related institutions and organizations.

In order to increase the academic achievement or quality of education of students in schools, the persuasion method that necessitates content and learner research should be used in the entire education system.

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