

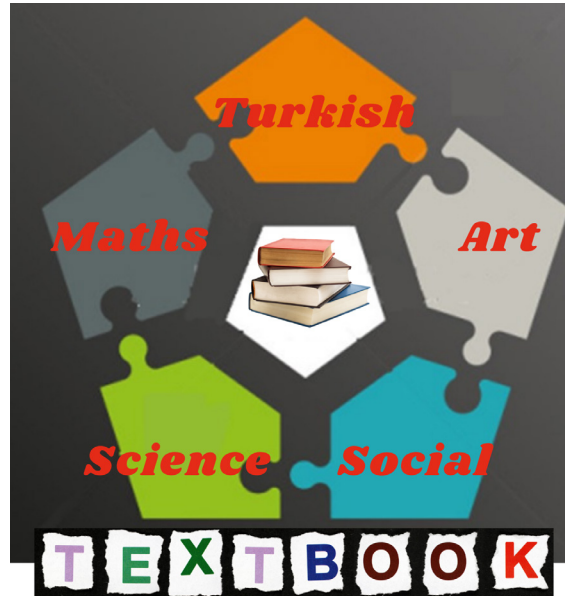


Reverse Tullip Education

## **ANALYSIS OF TEXTS IN TURKISH COURSE BOOKS FROM DISCIPLINARY**

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### **Graphical Abstract**



### **Abstract**

In this study, it is aimed to analyze reading, listening and free reading texts in 5, 6, 7 and 8th grade textbooks in an interdisciplinary dimension. Within the scope of the study, the level of the relationship between Turkish textbooks and other disciplines was tried to be determined. Research is a content analysis study made by document analysis method, which is one of the qualitative research methods. The study was obtained from the books accepted as a textbook in secondary schools by the Ministry of Education Board of Education and Discipline Board in the 2019-2020 academic year. Listening, reading and free reading texts in the textbooks are grouped in the relationship between Turkish lesson and other disciplines (social studies, mathematics, science, English, information technologies, religious culture and moral knowledge, music, physical education, visual arts). As a result of the research, an adequate interdisciplinary relationship was not found and it was found that the relationship was mostly with social studies and religious culture lesson. At this point, the relationship with other courses should be increased.

**Keywords:** Turkish textbooks, reading texts, interdisciplinary approach.

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### **Citation:**

Kılıç Avan, Ş. (2020). Analysis of texts in Turkish course books from disciplinary. *Social Scientific Centered Issues*, 2(2), 65-71.

## Introduction

Developments in science and technology in the last century have caused the needs of the individual and society to change. Accordingly, learning and teaching processes require an education that will appeal to the differences of individuals. People seek to find solutions to the problems they encounter throughout their lives and want to move their lives to a better place than they have been. Education systems aim to equip individuals with skills to solve daily life problems. Especially in recent years, it is seen that interdisciplinary perspectives have taken on a dominant role.

Our education system consists of disciplines that have their own content, and at the same time, an interdisciplinary approach, which is a process in which knowledge and skills of other disciplines that may be associated with it, can be learned together, is used in the teaching of concepts belonging to a discipline. With interdisciplinary (integrated) teaching, individuals can combine and integrate information from different fields and acquire the ability to analyze and synthesize information (Demirel, Tuncel, Demirhan, & Demir, 2008).

With interdisciplinary teaching, it may be possible to look at the events and situations in a holistic way in the face of increasing knowledge, and permanent solutions can be produced to the problems encountered by relating the learned information to daily life (Öztürk Yılmaz, 2019; Aydınli & Avan, 2017). Since people tend to perceive the world with a holistic view, they will be able to make meaningful situations that concern more than one field in daily life only through a holistic teaching. It is a fact that the subjects that students learn in lessons are related to other disciplines. A concept learned in the Social Studies course may be related to courses such as Turkish and Science. Students will be able to use the information they have acquired in their lives without limiting themselves, by approaching the subjects with a critical and creative perspective by thinking versatile with a holistic teaching (Yıldırım, 1996).

Our educational system information on the competencies specified in the Framework of Qualifications Turkey, aims to educate individuals with the skills and behavior. Turkey Qualifications Framework in the following eight key competences specified: communication in the mother tongue, communication in foreign languages, mathematical competence and science / technology competence, digital competence, learning to learn, social and civic competence, initiative taking and entrepreneurship, cultural awareness and expression (MEB, 2019). Turkish lessons, which are a skill lesson, are very convenient for individuals to gain these competencies. Individuals will be able to improve their comprehension and expression skills, namely listening, speaking, reading and writing skills, with Turkish lessons in order to express themselves and provide competencies. Individuals who develop these skills will eventually develop skills such as researching, exploring, interpreting, and mentally structuring information, and will be able to understand what they read and evaluate and question them critically (Australian Government Department of Education and Training, 2018; Engel, Rutkowski, & Thompson, 2019; National Academies of Sciences, Engineering, and Medicine, 2016). The fact that Turkish lesson is a text-focused lesson enables interdisciplinary teaching and provides a link between texts and different disciplines. Connections are established between English, Social Studies, Science, Music, Visual Arts, History of Revolution and Kemalism, Religious Culture and Moral Knowledge, Physical Education and Sports, Information Technologies and Software courses and Turkish course through texts and themes (Board of Education and Discipline, 2020). The social studies lesson of the themes of "Our National Culture, National Struggle and Atatürk, Individual and Society, Rights and Freedoms" in the Turkish lesson curriculum, and the science lesson of the themes of "Science and Technology, Nature and the Universe" education and sports lesson and the theme of "Communication" is in relation with information technologies and software, and the theme of "Art" with lessons such as music and painting (Kanatlı & Çekici, 2013).

Turkish education program was changed by the Ministry of National Education in 2017 and updated in 2018 and 2019. The curriculum aims to raise individuals who are able to solve problems, think critically, be entrepreneurial, decisive, have communication skills, empathize, contribute to society and culture, and produce solutions to daily life problems in relation to other disciplines (MEB, 2019). Textbooks, which are the most used course materials by students, are shaped according to the needs of individuals. Especially, the inclusion of texts from different disciplines in books will affect individuals in terms of acquiring a rich culture and knowledge transfer (Semerci, 2004). Within the scope of the study, it was aimed to examine the relationship of the texts in the Turkish textbooks of the 2019-2020 academic year with other disciplines.

## Method

This study is a content analysis study conducted with document analysis method, one of the qualitative research methods. In qualitative research, document analysis can be a stand-alone data collection method or can be used in conjunction with other data collection methods. Document review covers the analysis of written materials containing information about the phenomenon or facts to be investigated (Şimşek & Yıldırım, 2011). In the study, the texts in the middle school Turkish textbooks prepared by Anıttepe Publishing in the 5th grade, Ekoyay Publishing in the 6th grade, Özgün Publishing in the 7th grade and MEB Publications in the 8th grade in the 2019-2020 academic year were examined in terms of content and , Music, Visual Arts, TC Its relations with “History of Revolution and Kemalism, Religious Culture and Moral Knowledge, Physical Education and Sports, Information Technologies and Software courses” were examined. While examining the relationships between the lessons and the texts, the features such as the subject, given message and theme were taken into consideration.

## Findings

Within the scope of the study, the Turkish textbooks at secondary school level were examined and the disciplines related to the texts were determined.

**Table 1.** Number of texts at grade level by discipline

Disciplines	5th grade		6th grade		7th grade		8th grade	
	N	%	N	%	N	%	N	%
Religious Culture and Ethics	23	32,39	9	16,98	18	29,03	14	22,58
Science	8	11,27	4	7,55	11	17,74	7	11,29
Social studies	26	36,62	31	58,49	21	33,87	28	45,16
maths	2	2,82	1	1,89	2	3,23	2	3,23
T.R. History of Revolution and Kemalism	6	8,45	4	7,55	6	9,68	6	9,68
Information tecnologies	3	4,23	2	3,77	1	1,61	2	3,23
English	2	2,82	1	1,89	0	0,00	2	3,23
Music	1	1,41	1	1,89	3	4,84	1	1,61
Physical education	2	2,82	0	0,00	0	0,00	0	0,00
Visual arts	2	2,82	1	1,89	3	4,84	0	0,00
Total	71	100	53	100	62	100	62	100

When Table 1 is examined, the number of texts related to the Social Studies course at the 5th grade level is 26 (36.62%), the number of texts related to the Religious Culture and Moral Knowledge (DKAB) course is 23 (32.39%), the number of texts related to the Science course is 8 (11.27%), The number of texts related to the T.R. History of Revolution and Kemalism course is 6 (8.45%), the number of texts related to the Information Technologies course is 3 (4.23%), and the number of texts related to the Mathematics, English, Physical Education, Visual Arts course is 2. It is seen that there is 1 text in relation to the music lesson.

At the 6th grade level, the number of texts related to Social Studies course is 31 (58.49%), the number of texts related to DKABis 9 (16.98%), It is seen that there are 4 texts related to Science and T.R. History of Revolution and Kemalism course, 2 texts related to the Information Technologies course, and 1 text related to the Mathematics, English, Music and Visual Arts course.

The number of texts related to the 7th grade Social Studies course is 21 (33.87%), the number of texts related to Religious Culture and Moral Knowledge is 18 (29.03%), the number of texts associated with the Science course is 11 (17.74%), there are 6 (9.68%) texts related to the T.R. History of Revolution and Kemalism course, 3 related to the Music and Visual Arts course, 2 related to the Mathematics course and 1 related to the Information Technologies course.

The number of texts related to the 8th grade Social Studies course is 28 (45.16%), the number of texts related to the Religious Culture and Moral Knowledge course is 14 (22.58%), 7 (11.29%) related to the Science course, 6 (9.68%) related to the T.C. History of Revolution and Kemalism course, It is seen that there are 2 texts related to Mathematics, Information Technologies and English lesson and 1 text related to Music lesson.

In addition, the most interdisciplinary related text is at the 5th grade, while the least interdisciplinary related text is at the 6th grade. The amount of text associated with 'social studies course' at all grade levels is above 37% and this course has been the most relevant course.

**Table 2.** Number of listening texts at grade level according to disciplines

Disciplines	5th grade		6th grade		7th grade		8th grade	
	N	%	N	%	N	%	N	%
Religious Culture and Ethics	4	33,33	1	12,50	4	36,36	2	13,33
Science	2	16,67	-	-	1	9,09	3	20,00
Social studies	5	41,67	4	50,00	4	36,36	7	46,67
maths	1	8,33	-	-	-	-	2	13,33
T.R. History of Revolution and Kemalism	-	-	1	12,50	1	9,09	1	6,67
Information Technologies and software	-	-	1	12,50	1	9,09	-	-
The English	-	-	-	-	-	-	-	-
Music	-	-	1	12,50	-	-	-	-
Physical education	-	-	-	-	-	-	-	-
Visual arts	-	-	-	-	1	9,09	-	-
Total	12	100	8	100	11	100	15	100

When Table 2 is examined, it is seen that there are 5 listening texts related to the Social Studies course, 4 listening texts related to the Religious Culture and Moral Knowledge course, 2 related to the Science course and 1 listening text related to the Mathematics course at the 5th grade level.

At the 6th grade, it is seen that there are 4 listening texts related to the Social Studies course, and 1 listening text related to the Religious Culture and Moral Knowledge, T.R. History of Revolution and Kemalism, Information Technologies and Music course.

At the 7th grade, there are 4 listening texts related to the Social Studies and Religious Culture and Moral Knowledge course, and 1 listening text related to the Science, History of Revolution and Kemalism, Information Technologies and Software and Visual Arts course.

At the 8th grade, it is seen that there are 7 listening texts related to the Social Studies course, 2 related to the Religious Culture and Moral Knowledge and Mathematics course, 3 related to the Science course and 1 listening text related to the T.R. History of Revolution and Kemalism course.

In addition, the most interdisciplinary related text in listening texts is at the 8th grade, while the least interdisciplinary related text is at the 6th grade.

When Table 3 is examined, it is seen that there are 5 free reading texts associated with the Religious Culture and Moral Knowledge course at the 5th grade, three related to the Science and Social Studies course, and one free reading text each related to the History of Revolution and Kemalism, English and Physical Education courses.

It is seen that there are 7 free reading texts associated with the Social Studies course at the 6th grade, and 1 listening text related to the Religious Culture and Moral Knowledge (DKAB), Science and English lessons. 5 related to the Social Studies course at the 7th grade level, 3 related to the Religious Culture and Moral Knowledge and Science courses, T.R. There are 2 free reading texts related to the History of Revolution and Kemalism course and 1 free reading text related to the Music course.

**Table 3.** Number of free reading texts at grade level according to disciplines

Disciplines	5th grade		6th grade		7th grade		8th grade	
	N	%	N	%	N	%	N	%
Religious Culture and Ethics	5	38,46	1	10,00	3	21,43	3	25,00
Science	3	23,08	1	10,00	3	21,43	1	8,33
Social studies	3	23,08	7	70,00	5	35,71	6	50,00
maths	-	-	-	-	-	-	-	-
T.R. History of Revolution and Kemalism	1	7,69	-	-	2	14,29	1	8,33
information technologies	-	-	-	-	-	-	1	8,33
The English	1	7,69	1	10,00	-	-	-	-
Music	-	-	-	-	1	7,14	-	-
Physical education	1	7,69	-	-	-	-	-	-
Visual arts	-	-	-	-	-	-	-	-
<b>Total</b>	<b>13</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>14</b>	<b>100</b>	<b>12</b>	<b>100</b>

At the 8th grade level, the number of texts related to the Social Studies course is 6, the text related to the Religious Culture and Moral Knowledge course 3, Science, T.R. It is seen that there is 1 free reading text related to the History of Revolution and Kemalism and Information Technologies course.

In the free reading texts, the most interdisciplinary related text is at the 7th grade, while the least interdisciplinary related text is at the 6th grade.

**Table 4.** Numbers of texts according to disciplines and themes

		Religious Culture and Moral Knowledge	Science	Social Studies	Mathematics	T.R. History of Revolution and Kemalism	Information Technologies	English	Music	Physical Education	Visual Art	Total
science and technology	N	1,0	10,0	7,0	1,0	1,0	5,0	3,0	1,0	-	-	29,0
	%	3,4	34,5	24,1	3,4	3,4	17,2	10,3	3,4	-	-	100,0
Individual and Society	N	6,0	-	9,0	-	1,0	-	1,0	-	-	-	17,0
	%	35,3	-	52,9	-	5,9	-	5,9	-	-	-	100,0
Nature and the Universe	N	5,0	10,0	12,0	1,0	-	-	-	1,0	-	1,0	30,0
	%	16,7	33,3	40,0	3,3	-	-	-	3,3	-	3,3	100,0
Virtues	N	14,0	1,0	7,0	1,0	-	-	-	-	-	1,0	24,0
	%	58,3	4,2	29,2	4,2	-	-	-	-	-	4,2	100,0
Our National Culture	N	2,0	1,0	14,0	1,0	2,0	1,0	-	-	-	2,0	23,0
	%	8,7	4,3	60,9	4,3	8,7	4,3	-	-	-	8,7	100,0
National Struggle and Atatürk	N	2,0	-	11,0	-	14,0	-	-	1,0	-	-	28,0
	%	7,1	-	39,3	-	50,0	-	-	3,6	-	-	100,0
Art	N	3,0	2,0	2,0	-	-	-	-	3,0	-	1,0	11,0
	%	27,3	18,2	18,2	-	-	-	-	27,3	-	9,1	100,0
Other	N	8,0	1,0	11,0	1,0	1,0	1,0	-	-	1,0	-	24,0
	%	33,3	4,2	45,8	4,2	4,2	4,2	-	-	4,2	-	100,0

Examining which disciplines the texts are related to on the basis of themes, it is seen that the science and technology theme contains texts related to science, information technologies, social studies, English, music, mathematics, religious culture and moral knowledge, History of Revolution and Kemalism.

The theme of individual and society includes texts related to social studies, DKAB, English and History of Revolution and Kemalism courses and focuses on social values. The theme of nature and the universe contains texts on science, social studies, DKAB, mathematics, music and visual arts lessons. In the theme of virtues, texts related to the lessons of DKAB, Social Studies, Science, mathematics and visual arts are included.

In the theme of virtues, 14 (58.3%) texts are related to DKAB, 7 (29.2%) texts are related to Social Studies, and 1 text is related to Science, Mathematics and Visual Arts lessons.

In the theme of our national culture, 14 texts (60.9%) are related to the social studies lesson, 2 texts are related to the lessons of DKAB, History of Revolution and Kemalism, Visual Arts, and 1 each text is related to Science, Mathematics and Information Technologies.

Under the theme of War of Independence and Atatürk, 14 (50%) texts were taught with the History of Revolution and Kemalism course, 11 (39.3%) text with the Social Studies course, 2 (7.1%) with the RCaM course and 1 text (3%, 6) It is associated with the music course.

In the art theme, 3 of the 11 texts are related to the RCaM and Music course, while 2 of them are related to the Science and Social Studies course. It is also associated with the visual arts lesson in 1 text.

The remaining themes were grouped under the other heading as they did not provide integrity and the most texts were related to the Social Studies course with 11 (45.8%). While 8 texts are related to DKAB, Science, Mathematics, T.R. There is a text related to the History of Revolution and Kemalism, Information technologies and physical education classes.

## **Discussion and Conclusion**

It is seen that the texts in the textbooks are mostly associated with other disciplines at the 5th grade level. It was found that it was associated at least at the 6th grade level. At this point, the lack of any standard in the books causes deficiencies in the dimensions of sufficient interest and more connection for students with different perspectives.

It is seen that interdisciplinary texts in Turkish textbooks are mostly related to social studies lesson, and secondly to DKAB. The most important reason for this is that the themes of Virtues, Our National Culture and National Struggle and Atatürk are compulsory at every grade level within the scope of the curriculum. These themes are mostly related to social studies and DKAB in terms of both content and structure.

For listening texts, the situation is similar to reading texts. While social studies and DKAB were the most associated subject, physical education and English were not associated with any text.

In free reading texts, while Social Studies and DKAB are the most relevant courses, mathematics and visual arts are the themes that are not related.

Examining the case in terms of themes, DKAB and Social Studies lessons found their place in all themes. The most associated theme is science and technology. The themes of National Struggle and Atatürk, Virtues and the Individual and Society are the least related. In addition, it is seen that nature and the universe, science and technology themes are more related to social studies than science. This result does not match the main purpose of the themes. It is seen that listening and free reading texts are spread over different disciplines according to the grade level.

The curricula, implemented since 2005, try to combine lessons with daily life. Thus, it is aimed to activate different thinking processes (Kılınc & Duman, 2012). However, according to the texts examined, it is seen that it focuses only on certain areas. Kanatlı and Çekici (2013) stated that the curriculum is related to all courses. However, the books mostly focused on specific lessons. Şahbaz and Çekici (2012) stated in their study that the interdisciplinary dimension of Turkish Education should be strengthened.

As a result, considering that the texts in the textbooks should have different dimensions, it is undeniable that the texts are incomplete in this dimension and they need to be developed.

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