The Repercussions of Social Problems on High School Turkish Language and Literature Textbooks

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Abstract

Facts or situations that negatively affect the social order are defined as social problems. From past to present societies have been struggling with various problems. Problems that arise due to variables such as changes in the population, environmental factors, inequality, poverty, urbanization, migrations, family, gender, crime and deviance affect social life and social institutions. Language, literature and education are the areas with a social character. That's why it is inevitable that social problems have repercussions on these areas. The aim of the research is to examine the repercussions of social problems seen in recent years on the contents of Turkish language and literature textbooks. In the study, which is a qualitative patterned research, data was collected through document review. The data of the study consisted of textbooks prepared by the Ministry of National Education in line with the secondary education Turkish language and literature course curricula dated 2005, 2015 and 2018. The data obtained was analyzed using a descriptive method in line with a thematic framework. Turkish language and literature textbooks were examined within the framework of social problems seen in the world and Turkey in recent years; evaluations were made based on the findings. As a result of the research; it has been revealed that the problems caused by migrations, technological developments, environmental pollution, climate changes, capitalist order and social inequalities have repercussions on the content of Turkish language and literature textbooks.

Keywords

Migrations, Social Problems, Turkish Language and Literature Textbooks.

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INTRODUCTION

Society is a community in which people who have a common past and share a similar culture interact to meet their social needs. There are values and rules that have a common meaning for the individuals that make up the society. Individuals use these values and rules in their communication and interactions among themselves. It is stated in the literature that society generally consists of groups.

Within society, there are basic structures that have occurred in the historical process and are general in nature, and sequential social structures based on these basic structures (Giddens, 2008). It is inevitable to see problems on these structures depending on time and place. These problems are explained with the concept of social problem. Social problem is defined in the most general sense as phenomena or situations that negatively affect the order in society and social institutions.

Social problems are situations that arise from the conditions of the social environment, are considered problematic in terms of some social values, and require the use of social power and tools to correct them (TDK, 2023). The problems are as old as the existence of societies. The constantly changing structure of living conditions and societies prevents the problems from disappearing.

Various social problems have been experienced in the world and in Turkey from past to present. Poverty, hunger, unemployment, inequality, crime and violence problems, child abuse, disability problems, substance addiction, unplanned urbanization, migration, terrorism and racism, population growth, environmental problems, problems related to health, education and family institutions, and anomie and alienation emerge as social problems (Güven, 2011; Şentürk, 2006).

From the moment of birth, humans enter the socialization process with other people around them. In this process, human behaviors, values and relationship skills are affected and shaped by socialization tools such as family, friend groups, schools and mass communication technologies.

One of the areas where socialization is most intense is education. Education is the process of influencing individuals in the social environment in accordance with social values and of imparting these values to them. For education, there must be a social environment. There is no education where there is no society.

Literature is an important tool in raising students who are equipped with democratic values and respect human rights, who are sensitive to the environment they live in, who can interpret information, give meaning to their interpretations in the social and cultural context, use and enable others to use these interpretations, think critically and creatively, make the right decisions, develop their social skills, and know their rights and responsibilities. Raising individuals with the ideal characteristics that society needs will be one of the effective steps in recognizing and solving social problems.

Literature education, which is one of the important application areas of education, has features such as helping the individual develop himself, express himself, and enable him to live in peace with himself and his environment. In this respect, the relationship between literature and education is quite strong.

Since literature and education have a social nature, they are affected by the problems occurring in society. It will be inevitable that the social problems experienced due to geographical conditions, climate, environmental structure, economic structure, political order, cultural characteristics, scientific and technological developments will have repercussions on Turkish language and literature education.

The aim of this study is to examine the repercussions of social problems on Turkish language and literature textbooks. For this purpose, answers were sought to the following questions:

a) Are social problems included in Turkish language and literature textbooks?

b) What are the problems in Turkish language and literature textbooks?

c) How were the problems reflected in the textbooks?

There are problems in many social structures and institutions. For this reason, there are many studies on the subject. Therefore, research on social problems and the relationship between literature, social problems and education have been mentioned in terms of being relevant to the subject of the study.

In the book titled "Türkiye'nin Sosyal Sorunları" [Turkey's Social Problems], some of Turkey's social problems are determined. Social problems are multifaceted. The book consists of independent studies conducted at different times (Gündüz, 2004). In the thesis titled "Kadın hikâyecilerin hikâyelerinde toplumsal sorunlar" [Social problems in the stories of women storytellers] it was seen that many social problems, especially women's problems, urban and environmental problems, poverty, class inequality and stratification, family, old age and loneliness, migration, foreignness and refugee status, religious, political issues and bureaucracy were included through the stories (Özgenli Çelik, 2022). In the study titled "Ayşe Kulin'in Eserlerinde Toplumsal Sorunlar ve Eğitim" [Social problems and education in the compositionsworks of Ayşe Kulin] the problems were examined through the author's works. It has been stated that Ayşe Kulin is a writer sensitive to social problems. The author emphasized that the only thing that can provide a solution to the problems is "education" (Yumru, 2016).

In the thesis titled "7. sınıf sosyal bilgiler dersinde uygulanan değer odaklı etkinliklerin sosyal sorunların anlaşılmasına etkisi" [The effect of value-oriented activities applied in the 7th grade social science studies lesson on understanding of social problems] the relationship between social problems and education was discussed. This research focuses on the effect of activities applied in social studies course on understanding social problems (Bayrak, 2021).

METHOD

Under this heading, there are information and explanations about the research model, data collection technique, data collection tools and data analysis.

Model of the Study

Qualitative research design was used in this study in which the reflections of social problems on secondary education Turkish language and literature textbooks were examined. Qualitative research; is a type of research in which data collection methods such as observation, interview and document analysis are used. Perceptions and events are attempted to be revealed in a holistic manner in a natural environment. Social facts; qualitative research follows an inductive approach, emphasizing research and understanding within one's own environment (Yıldırım& Şimşek, 2018). Social studies; is an area where the researches' data were evaluated in different aspects. The process is directed with the questions like "how", "why". For this reason, qualitative research designs are mostly preferred in the field of social sciences.

Data Collection Technique

In qualitative research, data are collected through interviews, observations and review of written documents (Kıral, 2020). Document review is "analyzing written materials containing information about the phenomenon or phenomena targeted to be investigated" (Yıldırım& Şimşek, 2018). The

data of this study were obtained through document review. Document review is a data collection method that analyzes written materials containing information about facts and events, used in cases where direct observation and interview cannot be carried out (Yıldırım& Şimşek, 2018).

The keyword "social problems" was used to collect data. Texts, questions and activities in Turkish language and literature textbooks were scanned in terms of social problems.

Data Source

In historical research conducted in the field of educational sciences, primary data sources are mostly used. These resources include manuscript documents, statutes, laws, official minutes and records, official publications, archives of research reports, memorandums, files, letters, newspapers and magazines (Cohen, Manion and Morrison, 2005). The basic data set of this research was created based on this understanding. Data was obtained from reliable data sources, which are considered primary data sources in accordance with the purpose of the research. Primary data sources used in the research are Turkish language and Literature textbooks. Within the scope of the study, secondary education Turkish language and literature textbooks prepared in 2005, 2015 and 2018 were analyzed.

Information about the secondary education 9th grade textbooks, that constitute the data source of the study, is given in Table 1.

Table 1

Information on Secondary Education 9th Grade Textbooks That Constitute the Data Source

Name of the Book	Author/Authors	Publisher	Publishing place / Publishing Year
Lise Türk Edebiyatı- 9	Prof. Dr. Şerif Aktaş, Assoc. Prof. Dr. Yakup Çelik, Mustafa Karaşahin	Bilge Ders Kitapları	Ankara/ 2005
Lise Türk Edebiyatı- 9	Commision	MEB Devlet Kitapları	Ankara/2008
Ortaöğretim Türk Edebiyatı- 9	Dr. Serdar Derman, Dr. Murat Ateş	Ekoyay Yayıncılık	Ankara/ 2014
Ortaöğretim Türk Dili ve Edebiyatı- 9	Prof. Dr. Yakup Çelik, Assoc. Prof. Dr. Mustafa Kurt, Şükran Uçkar Yargı, Mihriban Uyar	MEB Devlet Kitapları	Ankara/2016
Ortaöğretim Türk Dili ve Edebiyatı- 9	Merve Ayol, Şükran Karacan Sonduk, Aysun Taşkapı	Öğün Yayınları	Ankara/ 2019

In the study five textbooks were discussed at the level of secondary education 9th grade as data source.

Information about the secondary education 10th grade textbooks, that constitute the data source of the study, is given in Table 2.

Table 2

Information on Secondary Education 10th Grade Textbooks That Constitute the Data Source

Name of the Book	Author/Authors	Publisher	Publishing place / Publishing Year
Ortaöğretim Türk Edebiyatı-10	Commision	MEB Devlet Kitapları	Ankara/ 2006
Ortaöğretim Türk Edebiyatı-10. Sınıf	Murat Ateş, Serdar Derman	Ekoyay Yayıncılık	Ankara/2010
Ortaöğretim Türk Edebiyatı-10	Yaşar Tatlıtürk	Nova Yayıncılık	Ankara/ 2016
Ortaöğretim Türk Dili Edebiyatı-10	Aylin Hidayet Başaran Yılmaz	Biryay Yayınevi	Ankara/ 2017
Türk Dili ve Edebiyatı- 10	Döndü Karaca, Gurbet Filazi, Murat Baycanlar, Nurcan Bozbıyık, Sabiha Çuhadar	MEB Devlet Kitapları	Ankara/ 2019

In the study five textbooks were discussed at the level of secondary education 10th grade as data source.

Information about the secondary education 10th grade textbooks, which constitute the data source of the study, is given in Table 3.

Table 3

Information on Secondary Education 11th Grade Textbooks That Constitute the Data Source

Name of the Book	Author/Authors	Publisher	Publishing place / Publishing Year
Ortaöğretim Türk Edebiyatı-11	Ali Demir, Ekrem Demir, Nuran Özlük, Tuğba Başer, Murat Sukan, Ekrem Ayyıldız, Ayhan Önder	Millî Eğitim Basımevi	İstanbul/ 2008
Ortaöğretim Türk Edebiyatı-11	Budak Kırzıoğlu	Biryay Yayıncılık	Ankara/ 2012
Ortaöğretim Türk Edebiyatı-11	Mustafa Alan	Yıldırım Yayıncılık	Ankara/ 2013

| Ortaöğretim Türk Dili ve Edebiyatı- 11 | Mehmet Ali Yerlikaya | Ekoyay Yayıncılık | Ankara/ 2018 |
| Türk Dili ve Edebiyatı- 11 | İfakat Yücel, Mahmut Türkyılmaz, Selim Sağır | MEB Devlet Kitapları | Ankara/ 2019 |

In the study five textbooks were discussed at the level of secondary education 11th grade as data source.

Information about the secondary education 12th grade textbooks, that constitute the data source of the study, is given in Table 4.

Table 4

Information on Secondary Education 12th Grade Textbooks That Constitute the Data Source

Name of the Book	Author/Authors	Publisher	Publishing place / Publishing Year
Ortaöğretim Türk Edebiyatı- 12	Ali Kurt, Ekrem Demir, Fatma Meliha Şen, Nuran Özlük, Turgay Anar, Tuğba Başer Berber, Ekrem Ayyıldız, Ayhan Önder	Millî Eğitim Basımevi	İstanbul/ 2008
Ortaöğretim Türk Edebiyatı- 12	Dr. Metin Oktay, Dr. Murat Ateş	Ekoyay Yayıncılık	Ankara/ 2012
Ortaöğretim Türk Edebiyatı- 12	Şamil Yeşilyurt	Mevsim Yayıncılık	Ankara/ 2014
Ortaöğretim Türk Edebiyatı- 12	Cemil Geçmen, Yeliz Bursalıoğlu	Fırat Yayıncılık	Ankara/ 2015
Ortaöğretim Türk Edebiyatı- 12	Cafer Yıldırım, Ali Asker Ova	Lider Yayıncılık	Ankara/ 2016
Ortaöğretim Türk Dili ve Edebiyatı- 12	Döndü Karaca, Gurbet Filazi, Murat Baycanlar, Nurcan Bozbıyık, Sabiha Çuhadar	MEB Devlet Kitapları	Ankara/2019
Ortaöğretim Türk Dili ve Edebiyatı- 12	Sevgi Arslan	Anka Kuşu Yayınevi	Ankara/ 2019
Ortaöğretim Türk Dili ve Edebiyatı- 12	Halil Batur, Osman Elbay	Ordinat Yayınları	Ankara/ 2019

In the study eight textbooks were discussed at the level of secondary education 12th grade as data source.

Data Collecting Tools

Some tools are needed for collecting datas that will be used in the research. These tools can be listed as observation, interview, survey, library and archive documents. The main data of this study, Turkish

language and literature textbooks, were obtained from the Ministry of Education Ferit Ragıp Tuncor Archive and Documentation Library and the Library of the Board of Education and Discipline. Other documents that constitute the secondary data sources of the research were obtained from various libraries and online environments.

The Analysis of Data

The data obtained from the study was analyzed with the descriptive method. In descriptive analysis, the data is processed by creating a thematic framework for the data. After the data is completed, the findings are defined and interpreted (Ültay, Akyurt, & Ültay, 2021). The data of this study were organized according to the following theme.

a) Repercussions of social problems on secondary education Turkish language and literature textbooks

The research data were examined, systematized and analyzed within the framework of the prepared theme.

Within the scope of the research, 23 Turkish languages and literature used in secondary education by the Ministry of National Education between 2005 and 2023 were examined. The texts, questions and text-related activities in the textbooks were examined in terms of social problems. The obtained data were tabulated and then categorized by subject. It has been observed that social problems such as women's movements, migrations, technological developments and problems, environmental problems and climate change are reflected in textbooks. In the findings section, these social problems were discussed and the repercussions of these problems in Turkish language and literature textbooks were evaluated by direct quotations.

FINDINGS

Women's Movements

The first step of the modern women's rights movement covers the basic political and civil rights of women from the mid-19th century to the beginning of the 20th century, such as the right to vote, to acquire a profession, and to education. Women's rights in Turkey were gained thanks to the reforms carried out by Atatürk in the ten years after the declaration of the Republic. In the 1960s, the second wave of women's movements, described as the 'New Left', began. This situation was described as a criticism of discrimination against mothers in particular and was called "Autonomous Women's Movements". A third wave of Women's Movements (Thirdwave Feminism) occurred in the 1990s. The concept of advocate of women's movements has been used as the expression "Feminist" for members of the New Women's Movements since the 60s (Kanbir, 2017).

In Turkey, women's education has been given importance since the first years of the Republic. Public schools played a role in women's education. Women's movements have been shaped by political transformations since the 1990s, and the concepts of women's rights and gender equality have come to the fore in the public opinion during the political transformation process. In 2004, the provision "Women and men have equal rights and the state is obliged to ensure that this equality is realized" was added to Article 10 of the constitution. With this regulation, the state has become obliged to ensure that men and women have equal rights and opportunities in every field.

Agreements to which Turkey is a party - such as the "Convention on the Elimination of All Forms of Discrimination Against Women (1979)", "Convention on the Rights of the Child (1989)" and "Beijing Declaration (1995)" - statements such as children should benefit from the right to basic education, regardless of gender were included, thus women's right to education was internationally guaranteed by the state. Turkey adopted international agreements regarding the protection of women and children's rights and their education, including the Universal Declaration of Human Rights in 1948, the International Covenant on Economic, Social and Cultural Rights in 1976, and the United Nations Convention on the Elimination of All Forms of Discrimination against Women in 1985. signed the Convention on the Rights of the Child in 1990 and the Beijing Declaration in 1995 (Gelişli, 2014).

The low education of the female population in Turkey has been one of the major obstacles to the development of the country (Gelişli, 2014, p.4). While the rate of illiterate women in Turkey was 45.30% in 1980 , this rate decreased to 28% in 1990; 19.4% in 2000; 9.9% in 2010 and 4.5% in 2020. The rate of female university graduates, which was less than 1% in the 1980s, became 17.3% in 2020 (TÜİK, 2022).

The Ministry of National Education has organized campaigns with various organizations to increase girls' access to and level of education and to provide scholarships and dormitory opportunities. The most notable of these campaigns were the "Snowdrops", "Campaign to Support Girls' Schooling" and "Daddy, Send Me to School" educational campaigns (Gelişli, 2014).

"Snowdrops" Education Campaign is a project carried out in 2000 in cooperation with the then State Ministry of Women and Family, the Association for supporting Contemporary Living and Turkcell communication operator. The project, which included five thousand female students, was based on students who could not continue their education due to the limited financial means of their families. Thousands of female students have gained education opportunities with the scholarships provided to these students (Gelişli, 2014).

The "Campaign to Support Girls' Schooling " is an education campaign with the slogan "Off to School, Girls!". The aim of the campaign is to ensure equality between girls and boys in primary education. In line with the joint efforts of the Ministry of National Education and UNICEF, the reasons for children not attending school were investigated. Various studies have been conducted in line with the research results. With the project, the enrollment rates of girls in eastern provinces have increased (UNICEF, 2003).

The "Daddy, Send Me to School" Campaign was launched in 2005. The starting point of the campaign was the significant increase in inequality between men and women in Turkey. It has been observed that this inequality is more evident in girls' ability to continue their education. With the aim of including girls in education life; In the first stage, financial support for families, social awareness raising activities, and activities that will contribute to the social life of girls were planned. During the campaign, scholarships were provided to 10,524 girls and many girls' dormitories and village schools were built. In addition, seminars were held for various groups throughout the country and competitions were organized, thereby increasing social awareness (BBOG, 2005).

The issue of girls' education is included in development plans, government programs and national education councils which provide insight into education policies. Plans have been expressed to ensure children's access to school, especially girls, and to provide the necessary infrastructure, to increase the rate of girls in education, to increase incentives for girls to continue secondary education, and to

increase the number of female school administrators (Kalkınma Bakanlığı, 2013; Hükûmet Programı, 2014; MEŞ, 2010). It seems that these plans were mostly made in the 2010s.

The issue is not just the inclusion of girls in the education process. Inequalities between men and women based on gender roles are also among the social problems that need to be solved. In this regard, many segments of society, especially students, teachers, administrators and parents, need to be informed about gender. By raising the necessary awareness, male and female students should be offered equal job opportunities in access to education and post-education employment phases. The number of female managers should be increased, textbooks should be developed in a structure that supports gender equality

Women's social roles have also changed over time. With the regulations made in the Civil Code in 2002, the obligations of men and women on family unity were equalized (Alisbah Tuskan, 2012). In the examined textbook, the story of Boğaç Han son of Dirse Han, from *Dede Korkut Stories* is given. Through this story, the value given to women in Turkish society is discussed. One of the questions about the text asked to make an inference about the value given to women (Ateş and Derman, 2010). Of the women in the story; Dirse Han's wife is a woman who exemplifies the alpine type. She assumes the balancing throughout the story. In addition to her motherhood and housewife roles, she also displays both wise and poet-type characteristics (Yakıcı, 2007). Women have an important place in *Dede Korkut Stories.* At the beginning of the work, the characteristics of women are listed and four types of women were emphasized. Ideal woman; The alpine woman is a woman who is a mother and an ideal wife.

The dilemmas women experience between their inner world and social patterns are included in the play "Münevver'in Hasbihali" by İbnürrefik Ahmet Nuri Sekizinci. In the text of the play, the writer deals with the contradictions in the caharacter's inner world from a humorous perspective (Yerlikaya, 2018: 216).

Women's movements have had influences on Turkish language and literature textbooks. In the 2000s, the situation of women's rights in Turkey was questioned in textbooks. The emphasis was on the contradictions in the inner world of women. As a result of the increasing women's movements in the 2010s, it is seen that women artists were included more in the textbooks compared to previous years. However, in the text contents, women are still described with their sacrifices in the War of Independence. In the textbook, the place of women in society is discussed through Aka Gündüz's story called "Öküzden Tayyare". The story describes the great sacrifices made by Turkish women, especially Emine Bacı, to win the War of Independence (Yerlikaya, 2018:40). Although the social roles assigned to women have changed significantly in the twenty-first century, this change has not had an impact on text selection.

When Turkish language and literature textbooks were examined in terms of the number of female artists, it was seen that the number of texts by female artists increased as of 2015. However, this rate is quite low compared to the general rate. It was observed that in the textbooks prepared according to the 2005 curriculum, there were no names of female artists other than Halide Edip Adıvar and Şükufe Nihal Başar (Commision, 2008). The rate of women writers has increased over the years and texts by women writers such as Mine Alpay Gün, Buket Uzuner, Ayfer Tunç, Sevinç Çokum are included (Derman&Ateş, 2014). In the textbooks prepared according to the 2018 curriculum, women writers such as Mihri Hatun, Nigar Hanım, Tomris Uyar, Halide Nusret Zorlutuna, İnci Enginün, Zeynep Korkmaz, Canan Tan, Pınar Kür are included (Akyol, Sonduk & Taşkapı, 2019). As a result of the increase

in women's movements and women's social visibility in recent years, women artists have been given more place in the books prepared in line with the 2015 and 2018 curricula. However, this ratio is far from providing equality.

Migrations

Refugees coming to Turkey as a result of the Syrian civil war have brought the concept of migration to the fore in recent years. Migration is a multi-layered phenomenon with social dimensions rather than simply a displacement event. The industrial revolution is the starting point in academic studies on this phenomenon. With the urbanization that emerged as a result of the industrial revolution, there have been migrations from rural to urban areas.

The signing of the Universal Declaration of Human Rights has added a new dimension to the phenomenon of migration. The statement in Article 13 of the Declaration signed in 1948, "everyone has the right to freedom of movement and residence within the borders of any state and the right to leave any country, including his own, and to return to his country" is important in terms of addressing the freedom of movement of individuals (UNICEF, 2004).

World Migration Report data shows that the growth rate of the world population is stable while the increase rate of immigrants is high. According to the report, the number of international migrants in 2019 was around 270 million (Dünya Göç Raporu, 2020). This number is remarkable as it reflects the fact that the phenomenon of migration in the world has a large rate in terms of quantity.

The technological equipment in the rural structure, the rapid development of the industry in some cities, population growth, the repulsive aspects of the village and the attractive aspects of the city, and social problems in the rural areas were effective especially on the internal migration in Turkey (Yalçın, 2004). In Turkey, families who settle mostly from rural to urban areas through internal migration have the opportunity to send their children to more qualified schools. This situation, which can be described as a positive situation in terms of education, turns into a negative situation as a result of infrastructure deficiencies and decrease in quality, resulting in crowded classes in cities.

Internal migrations in Republican Turkey started in parallel with the beginning of industrialization activities. Pilot regions were created, especially in Istanbul and its surroundings, and industrialization began in these cities. With the start of industrial activities, migration from rural areas to these cities took place. Afterwards; mechanization in agriculture, rapid population growth and economic reasons have accelerated migration. While mechanization in agriculture has led to excess labor in villages, it has created a need for labor in cities.

External migrations are forced or voluntary migrations from one country to another. External migrations in Turkey is done through exchange, labor movements and brain drains. Exchange is a type of migration that is politically decided between two countries and is based on the mutual relocation of people. The most serious exchange migration in the Republic of Turkey was caused by the Population Exchange Agreement signed between Turkey and Greece in 1923. In this migration, called the "Great Exchange", approximately 1,200,000 Greeks came from Turkey to Greece and approximately 500,000 Turks came from Greece to Turkey (Güler, 2007).

In the 1960s, labor migration from Turkey through external migration was primarily to Germany and other Western European countries. In the following years, migrations were made with agreements signed with other Western European and Scandinavian countries. The migration of Turks to Europe increased in the 1990s due to the marriages of family members (Kaya, 2011). Labor migrations are the

migrations with the highest rate among external migrations. Since the main purpose of workers in this type of migration is to earn high income, the field of education has remained in the background.

Brain drain is the migration of professionally competent and well-educated expert and talented workforce from the country of origin to another developed country for the purpose of working or doing research. This form of migration is more common in underdeveloped or developing countries. Factors that cause brain drain are divided into two groups: push and pull factors. Push factors include some negativities in the sending countries; Pull factors correspond to the attractive aspects of the receiving countries. Brain drain in Turkey started especially with doctors and engineers in the 1960s and continued with scientists. 59% of the well-educated population in Turkey is lost due to brain drain (Erkal cited in Babataş, 2007).

Turkey has entered an intense migration process in recent years. While it was a country that largely sent immigrants, it has now started to become a country that receives immigrants. In particular, countries established after the collapse of the Soviet Union, neighboring countries such as Iraq and Syria, which are experiencing a period of great instability, and some African and Asian countries are the sources of this migration.

There are various studies carried out by Turkey in education planning for refugees. The most important of these studies was the "Temporary Protection Regulation" published in 2014. The regulation legally secures the education rights of immigrants with "temporary protection" status and gives responsibility and control to the Ministry of National Education (Nizamoğlu, 2022).

In the circular of the Ministry of National Education dated 23.09.2014 on "education and training services for foreigners", it was stated that Turkey's geographical, strategic and cultural location is suitable for a wave of migration. Until recent years, while Turkey was a "transit country" in migration movements, it has become a "target country". Laws, the Convention on the Rights of the Child and the provisions of the International Convention agree on the right to education and related issues that "the best interests of the child must be taken into account". For this reason, regulations have been made by the Ministry in order to solve the problems and guide foreigners in Turkey in benefiting from education and training services (Yabancılara Yönelik Eğitim Öğretim Hizmetleri, 2014).

There are texts in textbooks that relate to migration. Migrations cause various effects on individuals and societies. In Refik Halit Karay's story "Garaz", the effects of internal migration on the psychological world of individuals are discussed. In the story, he immigrates to Istanbul and becomes rich, but then experiences financial difficulties and returns to their village, and the daughter of this family who is used to the modern life of Istanbul but cannot adapt to her village (Akyol et al., 2019). It was observed that there were no other texts related to the subject in the examined textbooks.

In terms of television commercials, there is an example of an advertisement fiction that suggests helping Syrian refugees in the textbook (Yılmaz, 2017: 277). An article on Syrians and minimum wage is included in the news texts (Yılmaz, 2017: 254). The negative effects of employing Syrian refugees as cheap labor on the economy are discussed. In the news article titled "Refugee Tragedy in the Mediterranean", the situation experienced by refugees aiming to go to Europe is explained. The negative effects of migration are emphasized with the questions "How do you evaluate people leaving their homeland and setting sail for a new life and hope and even risking death for this cause?" (Yılmaz, 2017: 254). The alienation experienced after immigration events are touched upon with the question "How would you feel if you were in a foreign culture in a foreign country?" (Yılmaz, 2017: 43).

Technological Developments and Problems

Developments in information and communication technologies diversified information sources. In this process, information services have changed dimensions. This change has brought about the emergence of different learning and information acquisition environments. The process of benefiting from technological developments in education and training in Turkey has begun to be seen through radio and television. The diversification of radio and television channels and their finding a place in social life brought to mind that these organs could be used in the field of education and this situation affected the educational planning. In education-related plans and programs, it was stated that the education system should be made compatible with the technological structure (DPT, 1979). It was also mentioned that it was a necessity to organize the education system scientifically and technologically (MEŞ, 1989).

The need to equip individuals with scientific and technological competencies has been a consequence of the importance of science and technology in many areas of life. This need has increased day by day. It has been stated that state planning aims to raise technologically talented individuals (Strateji ve Bütçe Başkanlığı, 2019).

With the changes and developments in information and communication technologies, the way of processing, storing, transmitting and accessing information has changed. Tools and concepts such as digital information resources, visual and audio materials, databases and networks have begun to come to the fore (as cited by Kurbanoğlu and Akkoyunlu, Özel, 2016).

In Turkey, the issue of introducing new teaching technologies has been emphasized since the nineties (MEŞ, 1996). In the field of education in the early 2000s, some of the problems seen in previous periods remained. The inability to use new technologies and the inability to train individuals with high skills in science and technology production were among the existing problems (DPT, 2000). It was stated that in the following periods, information and communication technologies became widespread, internet connections were established and computers were provided to schools (MEŞ, 2006).

With the communication technology for transmitting information and computer technology for processing information, the dissemination of all kinds of information and news to large masses has accelerated. The world, which was previously dominated by industry, has become dominated by mental processes rather than matter (Gönlübol, 1996).

The use of technology in education and the technological proficiency of individuals is one of the issues that has been emphasized for many years. Recently, while it has been aimed for individuals to be skilled in the field of technology, it has also been planned to carry out studies to increase " the awareness of families by combating technology addiction" (Strateji ve Bütçe Başkanlığı, 2019). Policy recommendations have been prepared by the Education and Training Policies Board to raise students' awareness about the correct and safe use of technology (Eğitim ve Öğretim Politikalar Kurulu, 2021). Efforts to raise awareness of students show that the use of technology has become addictive and causes negative situations.

Addiction is defined as the inability to stop or control a substance or a behavior (Young, 1999). One of the addictions seen with computers, internet and smartphones becoming a part of daily life has become technology addiction. This addiction, seen in different forms, has become widespread as a result of digital technologies integrated with mass media in the digital age (Arslan, 2015).

Regarding the news texts in the textbook, it is explained that technology disconnects the individual from social life and pacifies the right brain, which controls imagination and socialization (Karaca et al., 2019). A text sample titled "Mobile Phone Technology and Health" is given in the article topic. Health problems that emerged in parallel with the increase in mobile phone use were emphasized (Yerlikaya, 2018). Studies have shown that the misuse of technology and digital materials in recent years has a negative impact on students' vital functions, school attendance and course success.

Language is a living being that is affected by socio -cultural, political and economic changes that have an important place in social life. Rapid technological developments, especially after the 1960s, have caused individuals to become desensitized and act unconsciously regarding the correct and effective use of language. In a study conducted with individuals called Generation X, Y and Z, it was revealed that Generation X (born 1965-1979) and Generation Y (born in 1980-1999) have high Turkish awareness while Generation Z (born after 2000) have intermediate awareness (Şenyuva et al., 2017).

In the textbooks examined within the scope of the study, the relationship between language and technology was emphasized. Expressions such as "How do you think social media, General Network and technology affect language? Explain with examples from daily life" indicate that language is affected by social changes since it is a living entity (Karaca et al., 2019; Batur& Elbay, 2019). The statement "It is possible to follow the changes and developments in a society by looking at its language and therefore its general dictionary" states that the changes in the language can be followed through dictionaries (Karaca et al., 2019). In the writing practices, the effects of technological developments on language were included with the directive "Write an article about how social change, technology and social media affect the language" (Karaca et al., 2019; Arslan, 2019). Information showing language errors in the General Network is also included (Batur& Elbay, 2019). The spread of information technologies in social life has negatively affected the language. The usage area of English words has expanded, and spelling rules and punctuation marks have been ignored. Solecistic abbreviations have begun to be preferred (Gezgin& Silahsızoğlu, 2016).

It is a fact that technology has an important place in daily life and affects the social order in various aspects. The effect in question varies according to periods. In Turkey of the eighties and nineties, it was aimed to increase technological equipment and the positive aspects of technology were emphasized. In the twenty-first century, the negative effects of technology have come to the fore.

Environmental Problems and Climate Change

Environmental problems began with the intensification of production-consumption relations after the industrial revolution have become noticeable since the second half of the 20th century. Environmental problems arise for various reasons. The rapid increase in population and the unplanned urbanization and accelerated industrialization movements that occur due to this increase are among the primary reasons. Moreover the nature of the environmental policies implemented, the level of education and legal regulations are also issues related to environmental problems (Özsoy, 1995).

It is stated that the disasters that cause global environmental pollution in the world are nuclear accidents. Oil tanker accidents on the high seas, regional pollution, and industrial accidents can be listed as other important causes of pollution (Keleş& Hamamcı, 1997). The accident at Ukraine's Chernobyl nuclear reactor in 1986 and the Exxon Valdez oil tanker accident in 1989 are among the accidents that caused major environmental problems worldwide.

Researchers say that environmental problems in Turkey started in the 1960s as a result of new technological developments, rapid industrialization and urbanization in parallel. Environmental problems and pollution increased in the 70s. These are problems such as erosion, pollution in rivers, Marmara Sea pollution, air pollution, extinction of some animals, and decrease in fish species as a result of improper hunting.

Nowadays, new environmental problems have been added to the old ones. Water, soil and air pollution caused by industrial zones, sea and coastline pollution, gulf pollution caused by oil pipelines, problems caused by hydroelectric power plants built on streams, trees cut down for reconstruction, droughts due to destroyed forests show that environmental problems are increasing.

The scientific explanation of the concept of climate change was made in the nineteenth century. In 1827, French scientist Joseph Fourier revealed through his research that the increase in greenhouse gases had an effect on warming. Research that continued in subsequent periods also reached similar results. Climate change was discussed internationally at the United Nations Environment Conference in 1972. In 1988, resolution 43/53 on "Protection of the Global Climate for Present and Future Generations of Human Beings" was adopted by the United Nations General Assembly and it was stated that climate change is a common problem of humanity (Çalışır, 2022).

In 1988, the "Intergovernmental Panel on Climate Change (IPCC)" was established through the cooperation of the "World Meteorological Organization", an organization of the United Nations, and the "United Nations Environment Program". The panel is open to organizations that are members of the program and evaluates the damages of human-induced climate changes (IPCC, 2021).

According to the evaluating report of Intergovernmental Panel on Climate Change, climate change is rapidly increasing. Levels of sea level rise have been described as "irreversible". However, the Panel's experts stated that it is not too late to limit climate change. It is thought that the temperature increase can be balanced within 20-30 years by improving air quality over time through greenhouse gas emission reduction efforts. In the report prepared by the joint work of 234 scientists from 66 countries, it was emphasized that time is running out (IPCC, 2021).

In 1992, the "United Nations Environmental Convention on Climate Change" (UNFCCC) was signed in order to create a global fight against climate change. The main goal of the agreement is to stop human-induced greenhouse gas accumulation and to try to keep economic development sustainable by adapting to climate change. Within the scope of the agreement, conferences were held periodically, the first of which was in 1995 (UNFCCC, 1992). Turkey became a member of the agreement in 2004.

The conferences held within the framework of the United Nations Environmental Convention on Climate Change have implemented the "Kyoto Protocol, Buenos Aires Action Plan, Montreal Action Plan, Bali Action Plan, Adaptation Fund, Green Climate Fund, Paris Climate Agreement" which can be listed as important steps worldwide (Çalışır, 2022).

The Kyoto Protocol is a protocol signed to deal with climate change and global warming. The protocol requires signatory countries to reduce the emissions of harmful gases. There are currently 160 member countries of the Protocol, which entered into force in 2005. Turkey's membership in the Kyoto Protocol legally began in 2009 (Dışişleri Bakanlığı, 2023).

The Paris Climate Agreement was adopted in 2015 within the framework of the United Nations Environmental Convention on Climate Change and entered into force in 2016. The agreement envisages a system based on the contribution of all countries. It is planned that countries will act in

line with "common but differentiated responsibilities and relative capabilities" in the fight against climate change. Turkey's signing of the Paris Agreement was approved in 2021 and handed over to the United Nations General Secretariat (Dışişleri Bakanlığı, 2023).

Climate changes occur due to natural and artificial reasons. Natural causes can be listed as volcanic events, continental drift, changes in the earth's orbit and fluctuations in solar energy. Artificial causes are causes seen through human influence (Kadıoğlu, 2001).

The history of artificial causes caused by human influence has been studied by many researchers since the Industrial Revolution period. The intensity of greenhouse gases has increased in the period from the Industrial Revolution to today. As the industrialization process accelerates, greenhouse gas emissions increase and have an impact on climate change (Çevre ve Şehircilik Bakanlığı, 2017, p.18).

The history of the Ministry of Environment, Urbanization and Climate Change dates back to 1934. The Ministry, which was appointed as the Ministry of Public Works and Settlement in 1934, was respectively carried out services as "Ministry of Environment and Forestry" and "Ministry of Environment and Urbanization" with the Presidential Decree published on October 29, 2021, it continued its duties under the name of "Ministry of Environment, Urbanization and Climate Change". Ministry deals with the preparation of legislation on settlement, environment and construction issues, urban transformation studies, supervision of applications, development of professional services, prevention of environmental pollution, protection of nature and fight against climate change (Çevre, Şehircilik ve İklim Değişikliği Bakanlığı, 2022).

Many factors are used to solve the climate change problem. One of these factors is trying to solve the problem through education policies. Since education policies are based on raising the human profile that society needs, planning policies in this direction will have an impact in the long term. The "Climate Change Education for Sustainable Development Education" program prepared by UNESCO in 2010 was an effort to help individuals understand climate change and increase climate literacy (UNESCO, 2015). At the twentieth National Education Council convened by the Ministry of National Education, the importance of the issue was emphasized with the statements that there have recently been "developments that have deeply shaken the world such as climate change, natural disaster, war and migration" (MEŞ, 2021). The work carried out by the Ministry in this direction is the plan to introduce the elective course called "environmental education and climate change" as of the 2022-2023 academic year (MEB, 2021).

In order to prevent climate change and raise environmental awareness, various studies have been carried out in cooperation with the Ministry of National Education and the Ministry of Environment, Urbanization and Climate Change. It has been stated that students and teachers in schools will be informed through lessons and seminars (MEB, 2021). These studies are not only for students and teachers but also education of all segments of society (Çevre, Şehircilik ve İklim Değişikliği Bakanlığı, 2022).

Global warming, accompanied by climate changes, is one of the serious social problems of the period. This issue had reflections on the contents of the examined textbooks. Attention was drawn to the subject with the study "Writing an essay on the theme of global warming" (Kurt et al., 2008). The increase in world temperature averages as a result of the greenhouse effect of various gases released into the atmosphere by humans is defined as global warming. According to the report published by the United Nations in 2005, Turkey is one of the countries where the emissions of greenhouse gases are

increasing most rapidly (Şanlı& Özekicioğlu, 2007). The announced report necessitated Turkey to take various measures. Awareness on the subject was created through textbooks.

In the textbook examined, the nature-human relationship is included in Haldun Taner's text "Bir Kavak ve İnsanlar [A Poplar and People]. "We must always protect our beaches and the natural beauties that caress our soul. Of course, industrialization must be in line with the needs of the time. However, it should not destroy nature. Today, the current situation is revealed with the following statement: "The unplanned and poor construction on the coasts, the thermal power plants built on the coasts, destroy nature in contrast to their economic returns" (Aktaş et al., 2005).

In the industrializing world, energy resources have begun to be consumed rapidly. Consumption of limited energy resources has led countries to seek solutions to the issue by carrying out studies. In the text of the article titled "Wind Energy in the World and in Turkey", it is emphasized that "utilizing wind energy is important both in terms of environment and resource availability" (Yücel et al., 2019). It has been stated why it is important to focus on renewable energy sources in energy production in Turkey and the world (Yücel et al., 2019).

Industrialization has increased environmental problems along with the depletion of resources. In the example of the article titled "Environmental Problems and Philosophy in the Context of Human-Nature Relationship", it is stated that environmental and human problems are the main problems of today (Yücel et al., 2019). Attention was drawn to the environmental problems encountered on a world scale today and the measures to be taken to prevent them (Yücel et al., 2019). Regarding advertising, examples of brochures in which Tema Foundation draws attention to environmental cleanliness are included (Yılmaz, 2017,). It was requested to explain the statement "If insects disappeared from the world, the world ecosystem would be turned upside down in a short time; "If humans had disappeared, the world ecosystem would have recovered in a short time" (Yılmaz, 2017). In this way, attention is drawn to the negative impact of humans on nature. Clean nature images and crowded, ruined city images are given together and it was asked which one would make one feel more peaceful. (Yücel et al., 2019). It is reminded that environmental cleanliness is an important issue both socially and individually.

RESULTS, DISCUSSIONS AND SUGGESTIONS

When we look at the literature, it can be seen that various studies have been conducted on social problems, social problems and education, social problems and literature. These issues have been focused on in various books, articles and theses. But there are no studies that address social problems specifically in Turkish language and literature textbooks.

The effects of social problems are felt in the field of education as well as in many areas of life. The education system can be seen as an effective tool in solving social problems. A good education system encourages individuals to become conscious, sensitive to social problems and participate in solution processes.

Literature has the power to make people think and establish an emotional bond by addressing social problems. Literary works can raise awareness for social change by criticizing or describing various aspects of society. Authors address various problems through novels, stories or poems and make readers more aware of these problems.

In recent years, it has been observed that the problems caused by migration, technological developments, environmental pollution and climate changes, capitalist order and social inequalities have come to the fore in Turkey. These problems have required various plans and regulations in the field of education.

The identified problems affected the contents of Turkish language and literature textbooks as follows: Regarding the phenomenon of migration, the situations which immigrants experienced during the social adaptation process, their employment as cheap labor, and their cultural loneliness are given through texts, subtext questions and explanations. Regarding environmental problems and climate changes, the destruction of thermal power plants on nature, the necessity of renewable energy sources, the effects of human factors on environmental pollution, and the problem of global warming seen with climate changes were emphasized. Regarding technology addiction, it has been observed that contents that focus on the fact that technology disconnects the individual from social life, the health problems that arise in parallel with the increase in mobile phone use, and the negative effects of rapid technological developments, social media and the general network on the correct and effective use of language are included.

When evaluated in terms of the power of education on the social structure, drawing attention to social problems in textbooks can be stated that it is an important step for increasing students' awareness and solving problems. Textbooks play a key role in providing students with knowledge and understanding of social issues. These books provide students with basic information about the origins, effects and solutions of social problems. Additionally, its content can be enriched in order to raise social awareness, encourage critical thinking and enable students to develop sensitivity to social problems. Textbooks can be an important tool in raising future leaders as conscious and responsible individuals on these issues.

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