The Research on the Effects of Training Based on Lifelong Learning Skills the Reading- Writing Skills of the First Graders in Elementary School

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Abstract

In this study, the effects of training with advanced toys on the reading writing skills of the first graders in elementary school were investigated. Pre test-education-post test were applied to the pre-determined study and control groups. The research was carried out with a sample of 122 6- year-old elemantary school students in Duzce (61 experimental group, 61 control group) . To the experimental group, a 12 week trainning with toys devised according to the lifelong learning principles based on the expert opinions was given. As data accumulation tools, "Writing Scale" and "Reading Scale" designed by Tutal and Oral (2015) aiming to reveal reading and writing skills (Erhan, 2012) in Ministry of Education Guide Book was applied to the students before and after the training. As a result of the study while a significant difference was defined in students' reading skills, no significant difference was defined in their Writing Skills.

Keywords: Reading- writing skills, Toy, Lifelong Learning

1. Introduction

In the information society is experiencing constant change in every area of life, required human profile is changed. These economic and technological centered changes and development concepts are necessitate a high level of qualified manpower in almost every sector. In an environment where fast transfer and intensive information of knowledge, successful individuals of our era will be able to use the information intensively in solving their encountered problem or in deciding on any topic. Successful individuals of information society should be individuals who can learn lifelong and by itself referring to information in all matters (Polat & Odabas, 2012).

Lifelong learning is a term often heard the name in recent years. Concept is located in the national and international work of many institutions and organizations (as UNESCO, ILO, OECD, EU) (Beycioğlu ve Konan,2008). Nowadays globalization, advances in science and technology as well as increase the produced amount of information have caused to individuals will needed to changes in knowledge and skills. One of the skills required to be individuals is lifelong learning for to exist in the information society (Akkoyunlu, Kurbanoğlu, 2002).

Lifelong learning is a concept that including learning practices and realized formal and non- formal education in the process (Goksan, Uzundurukan, Keskin, 2009). Also, lifelong learning contains increasing investment to knowledge and human, including computer literacy to support the acquisition of basic skills, the expansion of opportunities for innovation and more flexible forms of learning. Thus, individuals are available equal and clearly to high-quality education system is an open and distance learning system (Turan, 2005:87).

The difference in educational concepts previously put forward the concept of lifelong learning is the adoption of an individual-centered approach,the emphasis on learning outside of school,changing the school role,reducing the weight of the state in education,whereas the strengthening of the role of the social partners and emphasize that education should not be limited to a certain period of time (Gulec, Celik, Demirhan, 2012).

The preparation of the hidden curriculum that students can develop lifelong learning skills and qualification the learning process in school is emphasized in many studies (Beycioğlu & Konan 2008). These hidden curriculum that it can be configured towards reading and writing skills of students in the first grade of primary school.

'Initial literacy' term is used to express the period of the students can be said or wrote their thoughts and they can read the signs of written language as a voice. This period covers the period up to the period of quiet ability to read the transition from oral language to written language is the first stage of the formal native language of education (Ferah, 2007). Literacy skills gained in this period will affect their success in all classes of students throughout their academic lives. The students who read it quickly, correctly and fully understand, he can express clearly open towards a specific purpose the feelings, thoughts, impressions and design is likely to be successful in almost every lesson (Unalan, 2001).

The development of writing skills are affected by sensory movement , mental and psychosocial skills. Muscle development, sensory motor skills such as hand-eye and posture coordination has an effect to writing. Attention, visual and auditory perception and mental skills are required for writing skills. The other factors is that triggered the writing skills internal control skills and psycho-social features (Fletcher, 1997; Cook, 1992).

Attitudes towards reading and writing skills may remain lower than the other skills (Temizkan, Sallabas, 2009). There are teachers who using the sentence method and method of mixed and drama as well as audio-based methods in the first literacy education in our country (Senel, 2004). Taking notes in primary schools, summary, gap filling, word and writing by selecting the concept pool,kind of like writing as a free writing, controlled writing, guided writing, creative writing, text completion, estimation, reconstruction of a text's own words, to create a new text to move the text , sense of motion writing, critical writing, group writing are located in the Turkish program of this foundation has developed writing training (Meb, 2005).

2. Aims

The external structured arrangement that may affect these skills is thought to be life-long learning skills for activities in addition to a method for reading and writing skills towards literacy. In this study carried out based on this paradigm, the training they receive with improved toys whether there is an impact on student literacy skills, if any effect is seen is intended to offer suggestions on the subject and to determine how effective this would be in level.

3. Methods

Working Group
The universe of the research comprises 6 years old students who are members of the family in the middle socioeconomic level and studying in schools located in Duzce. The sample of the study comprises A total of 122 students, including 61 experimental and 61 control group whose are members of the family in the middle socioeconomic level and studying in two primary schools located in Duzce.

Model of Research
In this study, the preliminary - education - final testing test is applied to the selected experimental and control group students' lifelong learning skills to improve the reading and writing skills in order to determine what level of influence was generated in experimental design.

Experimental process the planned research consists of three stages in preliminary testing - education - final test control group experimental model.

1. It is the stage that applied before and after the education 'Test of Frostig Developmental Visual Perception' making the necessary preparations to the sample group.

2. It is the stage that the implementation of the the students in the experimental group for 12 weeks the scope of the research program towards the located in the training program.

3. It is the stage that the implementation 'Test of Frostig Developmental Visual Perception' for measuring the visual perception mechanism to experimental and control groups a week after the end of the training program.

Data Collection Tools
Writing Scale developed by Tutal & Oral (2015) was used and Reading Scale developed by Acat (1996) was used in research.

Mechanical Reading Skills Observation Form
The scale that developed by Acat (1996) is used to assess the reading skills of children in research. Observation form,the observation form prepared for the assessment of students' reading skills consists of 11 degree. Reliability and validity study of the observation form was performed by Acat (1996) again on 45 children whose studying in the first class of primary school and The reliability of observation form was found to be 0,82 by him. They are taught them five sentences to determine the level of children's reading skills. As a result of these readings, children's reading skill levels in form according to the realization of this measure is rated in three ways including that 'Yes', 'Sometimes' and 'No'.(Acat, 1996).

Writing Scale

11 criteria are located in writing scale for measure the students' writing skills. Writing scale, taking from the 1st Class Turkish Teacher's Guide Book (Erhan, 2012) that the validity and reliability made by The Ministry of National Education and sent to schools in the 2012- 2013 academic year by The Ministry of National Education edited by Tutal & Oral (2015). All criteria were evaluated out of 5 points in the scale.

Dictate text that it used to measure the writing skills was tested on 10 students for determining the speed of writing of students before the research. Write speeds of students to spoken words was calculated, the average of these durations was determined as 8 min. and this duration is taken as the standard duration. Text has been said in this standard duration to students whose located in research. The number of words written by students was calculated and thereby made the statistical calculation of these measurements, measurements were evaluated out of 5 points and it is covered with scales writing.

In the study, it was evaluated that when compared the experimental group and the control group's 'pre-test' and the 'final test' datas and the comparison of the data analysis the 'pre-test' and the 'final test' of control group with 't-test of independent group'. 'Education That Taken Basic with Improved Toys Towards Lifelong Learning Skills' is given by the experts to students each lasting 120 minutes two days a week during 12 weeks in the study. Education that for the whole of the program (features of the educational environment, compliance with recovery and development indicators,the content and purpose of the toys,how to communicate with students, about how which will take place in a physical environment with stimulating the communication,which methods and techniques will be used and so on.) is given to teachers by researchers and experts a week ago the application. Toys was created to include key competencies such as orientation to the profession, Lisbon strategy, innovation, self consulting (coaching) and adjustment the learning to daily living.

Education That Given the Improved Toys Towards the Lifelong Learning Skills

Program that it applied to the experimental group was performed in twelve session in the form of 60-minute sessions two days during the week. Sessions are structured towards key competences of lifelong learning skills. These key competencies that within content according to the information obtained from Project of Strengthening Vocational Education and Training System [SVET] 2007 is shaped;

- Orientation to profession
- Lisbon Strategy
- Innovation
- Personal consultation
- Adjusment the learning to daily living

The training process is organized according to all these activities were carried out with the active participation of students. The content of lifelong learning activities in the literature and researches that are done with this training was examined before the training program wasn't developed. Programs was applied same time by two educational science specialist and psychometric measurement expert and it has tried to provide the necessary objectivity in order to reduce the effect of many variables to students whose located in the experimental group in the classroom environment every week.

Table 1. Content of the training programme

Lifelong Learning Key Competencies	Program Activities
Orientation to profession	Each profession-specific toys are located in this area and this is the section where belong to subject of animation-themed toys.
Lisbon Strategy	In this theme including the foresight of making more investment in human resources, toys and games are the section which introduces the requirements of all kinds of students.
Innovation	Issues that introducing the new global innovation-themed toys and using the creative ideas of them were processed in education and training.
Personal consultation	This is the section where so as to will allow guidance themselves of students including labyrinths, personal activity and the fiction toys.
Adjusment the learning to daily living	The section is containing the process to continue and playing the activities associated with toys and toys in the home, school, cinema, picnic, in the playground, cafe.

All of the program activities located in Table 1 was applied continuously with the aid of an expert every week and feedback is evaluated.

4. Analysing The Data

The data in the study were examined according to criteria set by the researchers. Firstly, to identify the existing developmental level was taken as a basis when making the report of test data. Sample applications were made before the test and medians are calculated by researchers. Each of the tests were applied approximately the same time to each student, the necessary objectivity has tried to provide and not made routing to students to minimize the effect of different variables in the same physical environment by two experts in psychometric measurement. Both two researchers whose scale evaluating has been unaware of the consequences of each other and after completion of the evaluation of all students written and oral data were analyzed entered into the computer. Data collection process has been terminated bringing together the test questions answered by students. Also as a part of thecontiguity principle, to be balanced the distance among processes the pretest - training - final test and taken under control the effects of control disruptive variables were planned.

5. Results

In this section is devoted the findings obtained from as a result of statistical analysis the data collected sought to answer the research questions and to comment on the findings.

Table 2. Investigation of the average and standard deviation values with t-test of independent group of pre-test scores obtained from reading scale of the students whose they located in the experimental and control groups

	N	X	ss	t	p
Group Experiment	61	15.56	3.55		
Groups Control	61	14.97	3.67	0.65	p>.486

p>0,05 level is significant

In Table 2, it appears to be quite close together that the average of the reading Scale Scores of the students of experiment (15.56) and control (14.97) groups. In the results of T-test (0.65) was performed to examine whether there is a statistically significant difference showed no significant difference. In terms of investigation the obtained results demonstrate that the groups are equal in terms of reading proficiency before starting the experimental application.

Table 3. Investigation Of The Average and Standard Deviation Values with T-test Of Independent Group Of Pre-test Scores Obtained From Writing Scale Of The Students Whose They Located In The Experimental and Control Groups

	N	X	ss	t	p
Group Experiment	61	12.34	2.86		
Groups Control	61	13.01	3.01	0.71	p>.412

p>0,05 level is significant

When was examined the Table 3, The average of pre-test score is 12.34 of the students whose located in the experimental group belonging the Writing Scale; the average of pre-test score is 13.01 of the students whose located in the control group. There was no significant difference between the average of pre-test scores of students whose located in two different groups despite the an amount of points difference t = -0.71, p>0.05). In other words, it can be said that the pre-test scores belonging writing skills of the students whose located in the experimental and control groups are similar to the extent that no significant difference before the research.

Table 4. Investigation Of The Average and Standard Deviation Values with T-test Of Independent Group Of Final Test Scores Obtained From Reading Scale Of The Students Whose They Located In The Experimental and Control Groups

	N	X	ss	t	p	p<0,05 level is significant
Group Experiment	61	19.98	3.95			
Groups Control	61	15.00	3.48	3.03	P<.004	

When was examined the results in Table 4, the average of final test score of the students whose located in the experimental group obtained from the Writing Scale is 13,019 seems to be higher than the average of final test score of the students whose located in the control group. In this case, there is a significant difference between the average scores of the reading skills of students whose passing the given educational process with improved toys towards lifelong learning skills and the average score of the control group of students whose aren't involved in this educational process t =3.03, p<0.05). Accordingly, it can be said that the given educational process with improved toys towards lifelong learning skills has a positive effect on reading skills of students located within the scope of research.

According to Knapper and Cropley (2000) lifelong learners are; they plan their own learning, they measure their learning. According to Demirel (2009) individuals with lifelong learning skills in the community are people are capable of writing and use computer at a good level. Ozen (2012) stated that require some cognitive, affective and psychomotor competencies of the lifelong learning facts and the most important of these competencies is there are four main language skills proficiency to communicate. According to these judgments, the process of improving students' reading skills the education towards lifelong learning skills is an expected condition.

Table 5. Investigation Of The Average and Standard Deviation Values with T-test Of Independent Group Of Final Test Scores Obtained From Writing Scale Of The Students Whose They Located In The Experimental and Control Groups

	N	X	ss	t	p
Group Experiment	61	13.07	2.79	-0.62	p<.720
Groups Control	61	13.76	3.86		

p<0,05 level is significant

When was examined the results in Table 5, it seems that the average of final test score of the students whose located in the experimental group obtained from the Reading Scale is (13.07), the average of final test score of the students whose located in the control group is (13.76). In this case, there is no significant difference between the average scores of the reading skills of students whose passing the given educational process with improved toys towards lifelong learning skills and the average score of the control group of students whose aren't involved in this educational process t =-0,62, p>0.05). Accordingly, it can be said that the given educational process with improved toys towards lifelong learning skills hasn't an effect on writing skills of students located within the scope of research.

6. Discussion

Lifelong learning facts is a very broad concept involving formal, informal, formal, non-formal education processes and education at all ages changing training needs and is the result of an increase due to the increase of global developments and intensive information.

According to the results of the research, it is seen that the education they receive with toys which positively impact on their reading skills within the framework of lifelong learning competencies of students but it has not seen any impact on writing skills.

In the rapidly changing world, educational needs are also changing rapidly. The change in the educational needs brings up rearrangement as required the educational system. According to the conclusion obtained from this study, it has seen that it will bring about educational developments in a positive direction as it can be seen as an effective policy on international plan to the rearrangement of the educational process towards lifelong learning skills. In this context, lifelong education can play an active role in the elimination of the educational needs and the renewal of the educational process.To this end, it is emphasized in many studies that the preparation of hidden curriculum is necessary that students' lifelong learning skills can be achieved effectively and they can create positive attitude towards learning and desire (Beycioğlu & Konan 2008).

While programs preparing and editing learning environments it would be appropriate that giving place to practice to develop lifelong learning competence of students (Karakus, 2013; Ersoy & Yılmaz, 2009; De La Harpe & Radloff, 2000; Knapper & Cropley, 2000). Generally, the responsibilities of the government, media and local authorities are defined and effective coordination and guidance of other education providers is suggested (Poyraz & Titrek, 2015).

7. Conclusion

In light of the results obtained from the study;

- Trainers, teachers and educators must be adequately informed about the lifelong learning in their education periods.

- In the context of lifelong learning,should be given importance by all officials to such as studies ; information accessibility,the use of information sources,personal interests and abilities,providing personal counseling training,the promotion of distance education and the inclusion of daily life processes into formal and non-formal education.

- Schools should include activities can be organized in lifelong learning to students and it should be created basic infrastructure for these activities.

- The possibilities of learning adequacy must be provided for the purpose of to start individual and group-learning,maintenance and planning in the formal education class.

Consequently,programs towards lifelong learning skills are configured by an appropriate specialist one of the basic paradigms of access to the information society.

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