

**Ortaöğretim Türk Edebiyatı Program ve Ders Kitaplarının
Somut Olmayan Kültürel Miras Öğeleri Açısından İncelenmesi**

**Examination of Secondary School Turkish Literature Curriculum and
Textbooks in Terms of Intangible Cultural Heritage Items**

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Extended Summary

Purpose

Thus, Turkish Literature Teaching Curriculum and Turkish Literature textbooks should include items facilitating the transmission of the intangible cultural heritage of Turkish culture. The aim of the present study is to examine whether 9th, 10th, 11th, and 12th grade Turkish Literature Teaching Curriculum and the textbooks help the transmission of the intangible cultural heritage. To achieve this aim, related items (living human treasures / masters of the tradition; oral traditions and expressions, performing arts; social practices, rituals and festivals; crafts) of folklore based on the Intangible Cultural Heritage Agreement in the objectives of Turkish Literature Curriculum, activities and explanations, and texts in Turkish Literature textbooks were investigated.

Method

The present study which tries to determine if Turkish Literature Curriculum and Turkish Literature text books can achieve their objectives in terms of protecting intangible cultural heritage is a qualitative research that was carried out through document evaluation. In order to specify the methodological bases for the study, firstly a literature review was conducted in the field of intangible cultural heritage. Then, the objectives, sample activities and explanations in the Turkish Literature Curriculum and the texts in the Turkish Literature textbooks were examined, and the findings were presented with frequency tables. In addition, direct references were made from the investigated data when necessary.

For the reliability assessment, Miles and Huberman (1994) reliability formula was used. In addition, another expert was asked for to evaluate the objectives, sample activities and explanations in the Turkish Literature Curriculum and the texts in the Turkish Literature textbooks in terms of intangible cultural heritage. While evaluating the data, both the researcher and the expert paid special attention to the fact that all the samples that were detected should be relevant to the fields of intangible cultural heritage (living human treasures / masters of the tradition; oral traditions and expressions, performing arts; social practices, rituals and festivals; practices concerning the nature and universe, and the traditional handicrafts). The basic

criterion is to determine at least one item which is relevant to the fields of intangible cultural heritage in the sample activities, objectives and texts that were examined. It was decided that the reliability process was to be ended when the researcher and the expert came to an agreement. In the next level, the reliability assessment was done by comparing the results. At the end of the assessment, the value of $p=0,82$ was found. It is accepted as reliable if the reliability assessment is above 70% (Miles & Huberman 1994). Thus, the findings that were obtained as a result of the study are considered to be reliable. These findings that passed through such a reliability process were presented with frequency tables and also direct references were included when necessary.

Results

The total number of the objectives that was evaluated for this study from the Turkish Literature Curriculum is 649 and 123 of these objectives belong to the 9th grade, 152 of them belong to the 10th grade, 199 objectives are related to the 11th grade and finally 175 of these objectives belong to the 12th grade. Furthermore, 4,92% (f4) of the 123 objectives for the 9th grade, 13,68% (f9) of the 152 objectives for the 10th grade, 11,94% (f6) of the 199 objectives for the 11th grade, and 3,5% (f2) of the 175 objectives for the 12th grade have references to the concept of “culture”.

For the evaluation, 269 activity samples were taken from the Turkish Literature Curriculum, 70 of which belong to the 9th grade, 70 to the 10th grade, 79 to the 11th grade, and 50 to the 12th grade. In addition, 2,1% (f3) of the 70 activity samples from the 9th grade, 2,1% (f3) of the 70 activity samples from the 10th grade, and 1,58% (f2) of the 79 activity samples from the 11th grade have references to the concept of “culture”. There weren’t any references to the concept of “culture” in the 50 activities that were examined at the 12th grade.

Of the total 322 explanations evaluated in this study from the Turkish Literature Curriculum, 62 explanations belong to the 9th grade, 77 belong to the 10th grade, 98 belong to the 11th grade and 85 belong to the 12th grade. 6,2% (f10) of the 62 explanations from the 9th grade; 3,08% (f4) of the 77 explanations from the 10th grade; and 3,92% (f4) of the 98 explanations from the 11th grade have references to the concept of “culture”. There weren’t any references to the concept of “culture” in the 85 explanations that were examined at the 12th grade.

As for the 401 texts from the Turkish Literature textbooks that were examined for this study, 129 texts belong to the 9th grade, 102 texts belong to the 10th grade, 83 texts belong to the 11th grade, and 87 texts belong to the 12th grade. 42,47% (f33) of the 129 texts from the 9th grade; 66,3 % (f65) of the 102 texts from the 10th grade; 3,32 % (f4) of the 83 texts from the 11th grade; and 1,74 % (f2) of the 87 texts from the 12th grade are related to the elements of intangible cultural heritage.

The distribution of the intangible cultural heritage elements in the 401 texts from the Turkish Literature textbooks is as follows: *living human treasures / masters of the tradition* have 13 references at the 9th grade, 13 references at the 10th grade, and 1 reference at the 11th grade; the element of *oral traditions and expressions* has 18 references at the 9th grade; 52 references at the 10th grade; 2 references at the 11th grade; and 2 references at the 12th grade; the element of *performing arts* has 1 reference at the 11th grade; *social practices, rituals and festivals* have 1 reference at the 9th grade; the element of *traditional handicrafts* has 1 reference at the 9th grade. The element of *practices concerning the nature and universe* hasn't been observed in any of the Turkish Literature textbooks that were examined.

Discussion and Conclusion

As a result of the present study, it can be said that references to the intangible cultural heritage in the Turkish Literature Curriculum should be revised in terms of culture transmission and retention. Turkish Literature textbooks should include activities based on levels to increase the students' awareness of intangible cultural heritage. The content of these textbooks should be enriched through involving texts which have more expressions related to the intangible cultural values.

It is generally accepted that games contribute to the children's social, cultural and linguistic development as well as their personality development. Thus, Turkish Literature textbooks should include texts which can make traditional children games attractive and can make children interested in such games.

It cannot be denied that teachers have infinite duties in the process of culture transmission. In order to facilitate that, teachers should be provided with practical sample activities related to the intangible cultural heritage instruction.