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Comparison of Türkiye and Azerbaijan Primary School Life Science Curriculum

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Abstract

Life science course has an important place in preparing students for life and higher education levels by equipping them with the necessary knowledge, skills and values. In the research, it was aimed to describe the similarities and differences by comparing the Türkiye and Azerbaijan Life Science Curriculum at primary school level. Case design, one of the quantitative research methods, was used in the research. While examining the similarities and differences in both programs that were analyzed descriptively, the four basic elements of the education programs and life skills and values included in the Life Science Curriculum were taken into account. As a result of the research, it has been concluded that Türkiye and Azerbaijan Life Science Programs are quite similar in terms of general purposes, life skills, content, values and learning-teaching processes. It has been seen that the Azerbaijan Life Science Curriculum has the quality of a guide in terms of guiding teachers according to the Türkiye Life Science Curriculum.

Keywords: Türkiye, Azerbaijan, primary school, life science lesson, curriculum.

Introduction

Countries have tried to meet the demand for qualified workforce, depending on technological developments, and at this point, the importance of education has started to increase day by day (Çevik & Yiğit, 2009, p. 89). It is among the functions of education to prepare individuals for life by transferring the knowledge, skills, aesthetic and cultural accumulation of the society to individuals (Fidan & Erden, 1996, pp. 66-69). Education programs are implemented in schools based on the desired characteristics of the individuals to be nurtured (Önal & Şenyurt Topçu, 2013, p. 312).

An education program, as a general design, encompasses all activities conducted inside and outside the school for the students' learning (Gültekin, 2020, p. 17). On the other hand, a curriculum refers to the set of activities prepared for a specific subject within the framework of an education program (Demirel, 2020, p. 6). Education programs consist of four basic elements: objectives (goals-achievements), content, teaching-learning process (educational situations), and assessment-evaluation (testing situations) (Akpınar, 2014, p. 116; Demirel, 2020, p. 5; Sönmez & Alacapınar, 2015, p. 11). Objectives are the desired characteristics or competencies such as knowledge, skills, and attitudes that can be achieved through an instructional program (Akpınar, 2014, p. 116); content refers to the topics to be taught to students through programs (Demirel, 2020, p. 112); the teaching-learning process includes all kinds of activities that guide the learner during the learning process (Güven and Alan, 2020, p. 334); assessment-evaluation is the process of collecting information about learners, monitoring the learning process, and understanding the level of objective of program goals through measurement (Özçelik, 2009, p. 231).

The impact of education and curriculum programs on the desired human profile is inevitable. Therefore, countries strive to achieve the desired characteristics through the education and curriculum programs they create in their education systems. These programs influence learners and affect their subsequent stages of education (Önal & Şenyurt Topçu, 2013, p. 307). Primary school is the first step where students acquire basic knowledge, skills, and national and universal values (Yaşar, Kasa, & Bayır, 2015, p. 581). Values are essential for the development of future generations and play an indispensable role in shaping the fundamental perspectives that contribute to national and international development, resilience in the face of challenges, joy, happiness, and peace for both societies and states (Ulusoy, 2021, p. 65). Life skills refer to a set of skills that individuals use to solve problems they encounter in their

daily lives, which they acquire through education or their own experiences (Gulhane, 2014, p. 28). With the Life Science lesson, children acquire a wealth of knowledge related to various aspects of life that they can transform into skills for real-life application. Therefore, teaching life skills to children (Uzunkol, 2020, p. 107) and the role of the Life Science lesson in their development is crucial (Oker & Tay, 2019, p. 409).

Life Science is a lesson that enables children to know themselves and the values of the society they live in, to construct their identity (Pamuk and Pamuk, 2016, p. 68), to socialize, and to prepare them for life to make the most appropriate choices when faced with problems they will encounter throughout their lives (Akınoğlu, 2004, p. 2). With this course, it is aimed that the child's adaptation to the environment (Meydan and Bahçe, 2010, p. 21) and society as a good citizen, the development of personal characteristics, the happiness of the individual and society (Aktepe and Gündüz, 2020, p. 227), observe and analyze daily events related to nature, family and social life and gain the necessary basic knowledge, skills and values (Canbulat, 2018, p. 526). Due to the role it plays in carrying the moral and cultural structure of society, as well as the skills and values that this structure carries, Life science is a lesson that has an important mission (Tural et al., 2017, p. 707).

Life Science lesson forms a foundation for children in various disciplines such as social sciences, natural sciences, health education, tourism, environment, and nature sciences due to the adoption of mass education. Therefore, it has the characteristic of being a central lesson (Aktepe & Gündüz, 2020, p. 241). The topics of the Life Science lesson consist of simplified versions of subjects from social sciences such as history, geography, and citizenship, and from natural sciences such as health, safety, biology, physics, and chemistry, tailored to the level of children (Kabapınar, 2019, p. 2). The Life Science lesson is prepared with an interdisciplinary and holistic approach (Şimşek, 2014, p. 3) and is based on Gestalt psychology. The main reasons for this are that children aged 6-9 are in the concrete operational stage of development, they approach events and topics holistically (Şimşek, 2014, p. 4), and they cannot separate these events and topics into separate categories of science and Life Science (Kabapınar, 2019, p. 2).

The Life Science Curriculum, which has been among the curricula in Türkiye since 1926, does not have an international equivalent in many countries. It is seen that the Life Science course in Germany, the "World Around Us" in Russia, and the "Life Science" course in Azerbaijan are similar to the Life Science lesson in Türkiye in terms of name or content (Baysal, Tezcan, & Araç, 2018, p. 118; Ministry of Science and Education of the Republic of Azerbaijan, 2013; Ütkür Güllühan & Guseinova, 2021, p. 82).

With this research, it is aimed to compare the Türkiye Life Science Curriculum [TLSC] and Azerbaijan Life Studies Curriculum [ALSC] at primary school level and to describe the similarities and differences between the two programs. While examining the similarities and differences, the four basic elements of the education programs and the skills and values in the Life Science Curriculum were taken into account.

In the literature, it has been determined that there are studies comparing the Life Science Curriculum between Türkiye and Germany (Baysal et al., 2018; Canbulat, 2018; Tekgöz, 2017), studies comparing the technological competencies of the curricula (Keskin, 2017), and studies comparing the Life Science Curriculum in Türkiye with the Russian "The World Around Us" Curriculum (Ütkür Güllühan & Guseinova, 2021). However, no research comparing the Life Science Curriculum in Türkiye

and Azerbaijan has been found. The research is important in terms of contributing to the literature in terms of the fact that Türkiye and Azerbaijan Life Science Curriculum has not been examined comparatively, and presenting ideas to academics, program development experts and practitioners working on the field.

Method

In the study, the case study method was used as a qualitative research method, specifically employing the holistic single-case design. In this model, a single unit (an individual, a program, a school, etc.) is analyzed (Yıldırım & Şimşek, 2021, p. 313). The aim is not to reach general conclusions but to describe and interpret the specific context of the situation, person, or phenomenon under investigation (Paker, 2021, p. 125). In this research, the Life Science Teaching Program was treated as a single case, and the Life Science Teaching Programs of Türkiye and Azerbaijan were comprehensively examined, described, and interpreted.

Documents were used as the data collection tool in the research. Documents or written materials are one of the sources of data collection in qualitative research (Saban & Ersoy, 2019, p. 7). The documents used in the research consisted of the Life Science Course Curriculum (Primary School Grades 1, 2, and 3) prepared by the Ministry of National Education of the Republic of Türkiye [MoNE] in 2018 and the Life Science Course Curriculum (Life Science Education Program (Curriculum) for Schools of the Republic of Azerbaijan (GRADES I-IX) prepared by the Ministry of Science and Education of the Republic of Azerbaijan in 2013. The original documents were accessed from the official open-access websites of the Life Science Education Programs of Türkiye and Azerbaijan.

Descriptive analysis was used to analyze the data obtained through the examination of the documents. Descriptive analysis is mainly used when the conceptual structure of the research is predetermined. The collected data are summarized, organized, and interpreted (Yıldırım & Şimşek, 2021, pp. 243-244). In the data analysis stage, the ALSC was first translated into Turkish by the researchers, and then a language expert was consulted. The coding, categories, and themes used in the analysis were derived from the four essential components of the program: objectives, content, teaching-learning process, and assessment-evaluation (Akpınar, 2014, p. 116; Demirel, 2020, p. 5; Sönmez and Alacapınar, 2015, p. 11), as well as the life skills (Çengelci Köse, 2014, p. 35) and values (Pamuk and Pamuk, 2016, p. 68) present in the Life Science Programs. In this research, the similarities and differences in the Life Science Teaching Programs were used as themes. General objectives, basic life skills, values, content, teaching-learning processes, and assessment approaches were determined as categories.

Data analysis was conducted by researchers, and the conducted analyses were compared. After comparing the data, consensus was reached through discussion, and final versions were given to themes, categories, and codes. In general objectives 15 codes were created, for basic life skills 30, for values 22, for learning-teaching processes 17 and 8 for assessment and evaluation. When creating the codes, attention was paid to inclusiveness in common codes that indicate the similarities of both programs, for example, the concept of fairness in the values category in TLSC is expressed as justice in ALSC, and this concept is indicated under the justice code. Therefore, the aim of the research was to reflect the features present in both programs to the maximum extent. The findings obtained from the analysis were discussed in the results section, and recommendations were presented. Direct quotations

from the programs were included in the findings section. The research model, data collection sources, data collection and analysis, and organization of findings were explained in the methodology section.

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Ethical committee approval is not required as no human or human data and organisms were used in the present study.

Findings

In this research, the Life Science Education Programs of Türkiye and Azerbaijan were examined at the primary school level, and the findings related to general objectives, basic life skills, values, content, learning-teaching processes, and assessment and evaluation approaches in the programs were presented in tables.

Findings Related to General Objectives

Table 1. *General objectives of Life Science Education Programs*

Objectives	Türkiye	Azerbaijan
Sensitivity towards nature and environment	✓	✓
National, human and moral values	✓	✓
Communication skills	✓	✓
Patriotism	✓	✓
Awareness of citizenship	✓	✓
Family and social values	✓	✓
Healthy and safe life	✓	✓
Basic science process skill	✓	✓
Personal care	✓	
Social participation	✓	
Perception of time and space	✓	
Using resources efficiently	✓	
Learning to learn	✓	
Democratic values		✓
Ability to solve problems		✓

General objectives are specified with 14 items in TLSC and 9 items in ALSC. It can be observed that both educational programs have common goals such as being sensitive to nature and the environment, having national, humanitarian, and moral values, communication skills, patriotism, citizenship awareness, having family and societal values, acquiring a healthy and safe life, and basic scientific process skills. While TLSC emphasizes personal development, personal care, social participation, perception of time and space, efficient use of resources, and learning to learn, ALSC emphasizes having democratic values and gaining the ability to solve problems in life based on acquired knowledge, skills, and ethical values.

Findings Related to Basic Life Skills

Table 2. *Basic life skills in Life Science Education Programs*

Basic Life Skills	Türkiye	Azerbaijan
Research	✓	✓
Communication	✓	✓
Observation	✓	✓
Collaboration	✓	✓
Solving problem	✓	✓
Nature conservancy	✓	✓
Protecting resources	✓	✓
Self-knowledge	✓	✓
Entrepreneurship	✓	✓
Obeying the rules	✓	✓
Time management	✓	✓
Self-expression	✓	✓
Deciding	✓	✓
Managing the personal and family budget	✓	✓
Protecting your rights and defending the rights of others	✓	✓
Expressing your thoughts and wishes correctly	✓	✓
Behavior in natural disasters	✓	✓
Healthy lifestyle	✓	✓
Personal care	✓	✓
Perceiving change and continuity	✓	✓
Recognition of national and cultural values	✓	✓
Perception of space	✓	
Self management	✓	
Social participation	✓	
Using information and communication technologies	✓	
Developing career awareness	✓	
Build and implement small economic projects		✓
Safety and first aid		✓
Making predictions		✓
Measuring		✓
Experimentation		✓
Comparing		✓
Analyzing		✓
Deduction		✓

Basic life skills are presented in 23 items under the title "Skills of Life Science Education Program" in TLSC, and although not explicitly mentioned under this title, skills such as managing personal and family budgets, protecting one's rights and defending for the rights of others, self-expression, behavior in natural disasters, expressing thoughts, and desires appropriately are included in the objectives. In ALSC, the skills to be acquired by students are mentioned in program explanations and objectives. Research, communication, healthy living, problem-solving, self-protection, collaborative work, resource utilization, observation, time management, healthy living (personal care, balanced nutrition), nature conservation, decision-making, self-awareness, entrepreneurship, obeying rules, perception of change and continuity, recognition of national and cultural values are seen as skills present in both programs. There are differences in TLSC regarding the use of information and communication technologies, developing career consciousness, perception of space, self-management, social participation skills, and in ALSC regarding analysis, deduction, making predictions, building and implementing small economic projects, safety and first aid, measurement, experimentation, and comparison skills. In general, it can be observed that both programs show significant similarities in terms of basic life skills.

Findings Related to the Content

Table 3. *Contents of the Life Science Education Programs*

Units	Türkiye			Units	Azerbaijan			
	Number of Objectives by Grade Level				Number of Objectives by Grade Level			
	1	2	3		1	2	3	4
Life in School	17	11	10	Nature and Us	7	9	11	11
Life in Our Home	7	9	8	Individual and Society	9	9	9	9
Healthy Life	7	7	5	Morality	7	7	8	8
Safe Life	7	6	7	Health and Safety	9	5	9	9
Life in Our Country	7	8	9					
Life in Nature	8	9	6					
Total	53	50	45		32	30	37	37

It can be observed that both curricula incorporate spiral approaches with recurring objectives at different grade levels, and units are organized with the same names using a unit-based approach for each grade level. In TLSC, there are six units titled "Life in Our School," "Life in Our Home," "Healthy Life," "Safe Life," "Life in Our Country," and "Life in Nature," while in ALSC, there are four units titled "Nature and Us," "Individual and Society," "Morality," and "Health and Safety." In terms of units, the units "Life in Our School," "Life in Our Home," and "Life in Our Country" in TLSC correspond to the units "Individual and Society" and "Morality" in ALSC, and the units "Healthy Life" and "Safe Life" are covered under the "Health and Safety" unit. The unit "Life in Nature" shares similar topics and objectives with the unit "Nature and Us."

While TLSC includes 53 objectives in the 1st grade, 50 in the 2nd grade, and 45 in the 3rd grade, ALSC has 32 objectives in the 1st grade, 30 in the 2nd grade, 37 in the 3rd grade, and 37 in the 4th grade. TLSC has a total of 148 objectives in the three grade levels where the program is implemented, while ALSC has a total of 136 objectives in the four grade levels. While the durations of the units are provided in detail in TLSC, in ALSC, it is stated under the heading "Examples Regarding the Teacher's Planning of Learning Activities" that the teacher will determine when and in which order the unit will be taught and allocate the time for each section when planning the annual curriculum.

In TLSC in the unit "Life in Nature," under the objective of "Observing Animals in the Nearby Environment" includes the following statements in italics: "Emphasis is placed on animals (fish, birds, reptiles, insects, and pets, etc.) found in the nearby environment, what they feed on, and where they live. Necessary safety precautions are taken if observations are to be made." The explanations and limitations related to the objective are also provided.

Similarly, in ALSC under the section titled "Description of Life Knowledge Content," the unit "Nature and Us" includes the objective of "Describes beings and events in a simple manner." It is described with the following statements: "1. Talking about living and non-living beings based on their shape, size, color, etc., 2. Describing events such as rain, snow, hail, sunrise, sunset, lightning, wind, fog, etc., during the change of seasons." The description and limitations related to the objective are provided. Moreover, the mentioned table includes key terms related to each objective.

Findings Related to Values

Table 4. *Values in Life Science Education Programs*

Values	Türkiye	Azerbaijan
Justice	✓	✓
Honesty	✓	✓
Patience	✓	✓
Respect	✓	✓
Love	✓	✓
Self-control	✓	✓
Responsibility	✓	✓
Patriotism	✓	✓
Helpfulness	✓	✓
Sensitivity	✓	✓
Self-confidence	✓	✓
Diligence	✓	✓
Frugality	✓	✓
Friendship	✓	
Mercy		✓
Pluralism		✓
Perfectionism		✓
Freethinking		✓
Sincerity		✓
Truthfulness		✓
Compassion		✓
Humility		✓

In TLSC, values are explained under the heading "Our Values." As a requirement of creating educational programs with a holistic approach, considering all elements of the education system, values are not designated as separate programs or units, but rather included as the "ultimate aim and spirit of the entire educational process" in all educational programs and their components. In all educational programs, including the Life Science Teaching Program, patience, helpfulness, justice, honesty, friendship, love, respect, patriotism, responsibility, and self-control have been identified as the ten core values. In ALSC, the program descriptions and objectives include values such as self-respect, respect for others, fairness, compassion, pluralism, sensitivity, frugality, free thinking, love for family and country, diligence, sincerity, truthfulness, kindness, helpfulness, patience, humility, and willpower. These values are mostly found in the Morality unit. Both programs include the values of justice, respect, patience, honesty, responsibility, love for family and country, and helpfulness. Although not included among the ten core values in TLSC, sensitivity, self-confidence, frugality, and diligence are mentioned in the outcomes.

Findings Related to Learning-Teaching Processes

Table 5. *Learning-teaching processes of Life Science Education Programs*

Learning-Teaching Process	Türkiye	Azerbaijan
Student centeredness	✓	✓
Individual differences	✓	✓
Developing student characteristics	✓	✓
Material use	✓	✓
Specific days and weeks	✓	✓
Monitoring student progress	✓	✓
Activities inside and outside of school	✓	
Connecting with life	✓	
Experimentation	✓	
Students with special needs	✓	
Value acquisition	✓	
Developing life skills	✓	
Teacher guidance		✓
Appropriate and safe learning environment		✓
Active learning		✓
Homework		✓
Pair, group and team work		✓

Under the title "Points to Consider in the Implementation of the Life Science Lesson Program," TLSC provides explanations regarding the learning-teaching processes. On the other hand, ALSC specifically describes the learning-teaching process in detail under the heading "Educational Strategies." Both programs envision a student-centered learning-teaching environment. Additionally, emphasizing individual differences, it highlights the maximization of students' potentials. In organizing learning-teaching activities, both programs emphasize the importance of teachers paying attention to the celebration of specific days and weeks at appropriate times during the planning and implementation stages and it also underscores the need for continuous monitoring, evaluation, and subsequent adjustment of the learning-teaching process. TLSC highlights points such as establishing a connection between school and life, the use of materials, conducting experiments, catering to students with special needs, values education, and skill acquisition in the learning-teaching process. In ALSC, the guidance of the teacher in learning-teaching activities, active learning processes, various forms of active learning, students' working styles, and homework are discussed. ALSC explicitly outlines the steps of active learning, a student-centered learning method, and presents various methods and techniques such as brainstorming, clustering, concept extraction, word associations, discussions, aquarium, role-playing, Venn diagrams, project development, questioning, presentation, surveys and interviews, decision trees, and problem situations, along with individual, paired, group, and teamwork. Moreover, the significance of homework in reinforcing learning at school is emphasized. ALSC places particular emphasis on the teacher's lesson planning in learning-teaching activities and provides explanations and sample daily plans for teachers in this regard.

Findings Related to Assessment and Evaluation

Table 6. *Assessment and evaluation in Life Science Education Programs*

Assessment and Evaluation Process	Türkiye	Azerbaijan
Compliance with the curriculum	✓	✓
Compliance with measurement, technical and academic criteria	✓	✓
Process oriented	✓	✓
Flexibility and diversity	✓	✓
Originality and creativity	✓	
Compliance with individual differences	✓	
Multifocality	✓	
Active participation	✓	

In the TLSC, the explanations regarding the assessment and evaluation process are stated under the heading "Approach to Assessment and Evaluation in Curriculum" with 8 items. In the ALSC, however, assessment and evaluation are given very little space with 3 items, and it is stated that the teacher should arrange the issues related to assessment and evaluation according to the "Evaluation Standards," which are not explained in the program. In both programs, it is emphasized that learning outcomes should undergo a process-oriented evaluation along with the results. In the TLSC, assessment tools to be used in the assessment and evaluation process are not seen as standard and valid for everyone, taking individual differences into account. Therefore, it is emphasized that diversity should be ensured and flexibility should be exercised in assessment and evaluation. Considering the multitude of factors that affect individuals both inside and outside of school, assessment and evaluation are left to the teacher's creative and original practices. While flexibility is given to teachers, various principles are put forth in the assessment and evaluation process, such as being in accordance with the objectives and explanations, the technical and academic criteria of the tools and methods used, being multidimensional, taking into account students' cognitive, affective, and psychomotor aspects, considering changes in the process, and the active involvement of teachers and students in the assessment and evaluation process. Similarly, in the ALSC, it is stated that assessment tools will be developed by the teacher in accordance with the evaluation criteria, providing flexibility to the teacher, and it is emphasized that all aspects of student development will be continuously monitored, analyzed, and evaluated.

Discussion and Conclusion

In this study, the TLSC and the ALSC were examined, and the general objectives, basic life skills, values, content, teaching-learning processes, and assessment and evaluation approaches included in the programs were compared to reveal their similarities and differences.

Discussion and Conclusion on General Objectives

While the TLSC specifies the general objectives in more detail with 14 items, the ALSC specifies them with 9 items. Similar findings have also been reached in previous studies, indicating that the TLSC is more detailed in terms of general objectives (Baysal et al., 2018, p.128; Ütkür Güllühan & Guseinova, 2021, p. 85). When the general objectives of both programs are evaluated as a whole, it can be seen that the Life Science Curriculum aims to provide students with basic knowledge, skills, and values in the context of nature, individuals, and society. Therefore, it can be said that the general objectives of both programs are similar in this regard.

In both programs, general objectives include national, moral, and human values, while the ALSC emphasizes citizenship concepts. Life Science curriculum has an important role in laying the foundations

of citizenship consciousness (Baysal & Dilber-Özer, 2021, p. 342). When looked at in terms of citizenship education, it can be observed that the most important task in Azerbaijani primary school programs, like in Türkiye, is assigned to the Life Science curriculum (İbrahimoglu & Şan, 2018, p. 73). The emphasis on citizenship in the ALSC may be due to the fact that the ALSC covers grades 1-9.

The most significant difference among the general objectives is observed in the statement "Uses information and communication technologies appropriately" in the TLSC. When examining the general objectives and unit objectives of the ALSC, it can be seen that there is no mention of information and communication technologies. With the development of mobile devices in the 21st century, information and communication provided through various media tools independent of time and space can have various benefits and harms from early childhood (Karabulut, 2019, p. 683). Considering these positive and negative effects, the importance of educating children about information and communication technologies, which encompass all media tools, is increasing day by day (İnal, 2009, p. 15). Therefore, it is aimed to develop children's awareness levels regarding information and communication technologies from early childhood (OECD, 2021, p. 4). In the updated TLSC in 2018, the Turkish Qualifications Framework [TQF], which includes eight key competencies, was determined, and Digital Competence, aiming for the safe and critical use of information and communication technologies for work, daily life, and communication, was included (MoNE, 2018, pp. 4-5). In this context, it can be seen that there are objectives emphasizing the safe use of technological tools and resources, as well as the addictive effects of the internet and computer games (MoNE, 2018, p. 16). It can be said that this situation stems from the update of the TSSC in 2018 within the framework of TQF and that the TLSC is more sensitive than the ALSC in terms of children's correct use of information and communication technologies and protection from harmful effects.

Discussion and Conclusion on Basic Life Skills

It can be observed that TLSC and ALSC show significant similarities in terms of life skills. In a study conducted by Tekgöz (2017, p. 236), it was concluded that the German Life Science Curriculum includes more skills in areas such as art, transportation, play, design, energy, literature, and nature compared to TLSC. Life skills refer to a set of skills that individuals use to solve the problems they encounter in daily life, which they acquire through instruction or through their own experiences (Gulhane, 2014, p. 28). Life skills play a significant role in preparing children for life, actively applying acquired knowledge in real-life situations, realizing themselves within social life, and achieving success in other educational stages. Both programs emphasize skill development and aim to impart skills related to cognitive, affective, and social development areas of students.

Regarding the general objectives of basic life skills, TLSC emphasizes the use of information and communication technologies, while ALSC focuses on analysis, drawing conclusions, making predictions, constructing and implementing small economic projects, measurement, experimentation, and comparison skills. These skills in ALSC are seen to be scientific process skills related to the field of natural sciences. It is seen that in Türkiye these skills are included as scientific process skills and life skills (Karalı, Palancıoğlu, and Aydemir, 2021, p. 873) in the Science Curriculum taught since the 3rd grade (Ünişen & Kaya, 2015, p. 550). The differentiation in skills can be explained by the attempt to teach these skills through the Science course in Türkiye. It is observed that the skill of using information and communication technologies, as stated in TLSC, is included according to the general aim.

Discussion and Conclusion on Content

TLSC and ALSC are prepared in a spiral structure and unit-based manner with similar characteristics. The fact that the units are named the same at each grade level and the topics are organized in the same context indicates the spiral structure of the program (Tay & Baş, 2015, p. 364). Due to the content being prepared in a spiral manner in both programs, it can be seen that explanations are provided indicating the limits of objectives and defining the boundaries of the content. These explanations serve as a guide for classroom teachers in delineating the boundaries and determining the scope of the topic. According to a study conducted by Baysal et al. (2018, p. 128), the Germany Hamburg Life Science Curriculum has a thematic structure. In the Russia World Around Us Curriculum, the units are named differently at each grade level. However, the content of these units is generally similar to TLSC. Furthermore, while the principle of teaching from near to far is clearly seen in Türkiye, it is not observed in Russia (Ütkür Güllühan & Guseinova, 2021, pp. 86-87). It can be said that TLSC and ALSC are quite similar in terms of content, as they both include units that cover various disciplines related to children's development in terms of individuals, society, and nature.

TLSC has a significantly larger number of objectives compared to ALSC. Additionally, in Türkiye, Science is taught starting from the 3rd grade, and Life Science is introduced from the 4th grade. Considering that the objectives of these subjects are added to the 3rd and 4th grade objectives, it can be seen that TLSC has a much denser set of objectives compared to ALSC. A study by Ütkür Güllühan and Guesinova (2021, p. 96) reached similar results, while Canbulat (2018, p. 530) concluded that the German Life Science Program is more content-rich than TLSC due to including more disciplines. However, in Türkiye, the Life Science course is organized with four weekly class hours in the 1st and 2nd grades, and three class hours in the 3rd grade (Baysal and Dilber-Özer, 2021, p. 342), while in Azerbaijan, it is structured with one weekly class hour in the 1st and 2nd grades and two weekly class hours in the 3rd and 4th grades (Gök & Kuvel, 2016, p. 11). This situation explains the density of objectives in TLSC.

The biggest difference in terms of unit content is observed in the "Morality" unit included in ALSC. In the "Morality" unit, the aim is to develop individuals' moral development as well as to "understand religious values correctly and use them in the formation of spiritual qualities, distinguish between religion and superstition." In TLSC, there is no content related to religious topics. Similar practice can be seen in the German Life Science course starting from the 1st grade (Tekgöz, 2017, p. 72). In Türkiye, the Religion Culture and Ethics course is introduced starting from the 4th grade. In Azerbaijan, state schools do not include a separate course on religious education. Teaching related to religious topics is conducted within the framework of the Life Science course in primary and middle schools (Azizova, 2018, p. 7). This situation can be explained by Azerbaijan's choice of incorporating religious education within the scope of the Life Science course.

Discussion and Conclusion on Values

There are 10 core values in TLSC. Additionally, although they are not among the 10 core values, sensitivity, self-confidence, frugality, and diligence values can be seen within the objectives. In ALSC, values are mainly included in the "Morality" unit. In both programs, it can be observed that justice, respect, patience, honesty, responsibility, love for family and country, helpfulness, sensitivity, self-confidence, frugality, and diligence values are similar. According to Canbulat's research (2018, p. 230), it has been concluded that the Life Science Curriculum in Türkiye and Germany are quite similar in terms of the values they contain, and the greatest role in value education is assigned to the Life Science course.

This finding supports the research findings. One of the fundamental purposes of education is to instill values, attitudes, and behaviors in individuals for them to adapt to society (Akbaş, 2019, p. 354). It is expected that these values, given through education, will be translated into behavior. Values play a significant role in preserving national culture in a globalized world. The education given to individuals should include both national and universal values in order to strengthen national values and contribute to the development and progress of society (Altunay & Yalçınkaya, 2011, p. 8). It can be observed that values, which are extremely important for the future, peace, and development of society, hold a significant place in both countries' Life Science Education Programs. It can be said that both TLSC and ALSC aim to transmit both national and universal values to children.

Discussion and Conclusion on Learning-Teaching Processes

In terms of learning-teaching processes, both programs demonstrate a student-centered approach, emphasizing active learning and maximizing students' potentials by recognizing their individual differences. In educational programs, the most suitable learning-teaching methods that consider individual differences and needs, and ensure student participation in achieving the designated objectives, are active learning methods (Türkben, 2015, p. 903). It is observed that both TLSC and ALSC are designed to be student-centered and encourage active learning. However, research findings indicate that Life Science courses in both countries are not student-centered and experiential, according to teachers' opinions (Baysal et al., 2018, p. 490; Mikayilova & Kazimzade, 2016, p. 130). At this point, it can be said that teachers organize the learning-teaching process in a teacher-centered manner, focusing on their own arrangement instead of organizing it in a student-centered manner where active participation in learning is ensured.

While the learning-teaching processes are briefly described with 11 points in TLSC, they are explained in detail in ALSC. Active learning and its steps are specified in detail, and methods, techniques, and working styles that can be used in active learning are explained. In ALSC, special importance is given to the teacher's planning of the lessons and sample daily plans are provided to teachers in this regard. In Türkiye, the learning-teaching process, which was explained in detail and with examples of activities, together with the 2015 Life Studies Curriculum (Tay & Baş, 2015, p. 368) has been explained with a few short items (Atik & Aykaç, 2019, p. 715). In addition, the practice of teacher guidebooks (Kabapınar, 2019, p. 63) that will guide the teacher by guiding the teacher such as organizing learning-teaching activities, the learning approach of the program, teaching methods and techniques, interdisciplinary association, measurement and evaluation examples has been abolished in Türkiye (Karalı et al., 2021, p. 883). At this point, it can be said that ALSC is more effective than TLSC in guiding teachers, especially in organizing activities during the educational process, and it serves as a teacher's guide.

The most notable aspect of the learning-teaching processes in TLSC is special needs students. In this regard, it is emphasized that flexibility should be shown to special needs students and planning and preparing activities according to their interests, desires, and needs are necessary. In ALSC, on the other hand, attention is drawn to homework as a reinforcement of learning at school.

Discussion and Conclusion on Assessment and Evaluation

In both programs, it is observed that there is a process-oriented assessment and evaluation approach that assesses students' overall development alongside the results of learning outcomes and provides flexibility for teachers to develop assessment and evaluation tools according to specific

criteria. While the principles related to assessment and evaluation are explained in more detail in TLSC, it is stated in ALSC that the assessment-related issues should be prepared in accordance with "Evaluation Standards" that are not included in the program. In a study conducted by Baysal et al. (2018, p. 128) on the Hamburg Life Science Curriculum in Germany, it is recommended that assessment and evaluation should be carried out through activities and observations to prevent pressure on students, and it is emphasized that teachers are expected to be meticulous in addressing learning deficiencies by monitoring the process. In this regard, while TLSC and ALSC show similarities, the listing and presentation of performance evaluation areas and methods are similar to ALSC. The evaluation of the teaching process, which is the final stage of instruction, aims to determine the extent to which learning-teaching activities achieve their goals (Senemoğlu, 2012, p. 420). Based on the activities carried out by the student in and outside the classroom, the attitude, interest, and performance of the student in the teaching-learning process should be evaluated by involving students in the assessment process in a process-oriented manner (Gelbal & Kellecioğlu, 2007, p. 136). With a process-oriented evaluation, both TLSC and ALSC aim to provide students with rich learning experiences, involve them more actively in the class, make them responsible for their own learning, and develop self-assessment skills. Both programs aim to guide students towards discovering their knowledge, skills, and abilities and to evaluate all stages of development as a whole. In this respect, it can be seen that the assessment and evaluation approaches of both programs are similar.

In conclusion, it is observed that both programs are quite similar in terms of their general objectives in providing students with basic knowledge, skills, and values in the context of nature, individuals, and society. This similarity in general objectives is reflected in basic life skills, values, program content, learning-teaching processes, and the measurement and evaluation approach. TLSC differentiates in terms of using information and communication technologies, while ALSC differentiates in terms of analysis, deduction, making predictions, constructing and implementing small economic projects, measurement, conducting experiments, and comparison skills. The biggest difference in terms of content is seen in the "Spirituality" unit in ALSC. It can be said that ALSC is more detailed in the teaching-learning process and serves as a teacher's guide. The most notable aspect in the teaching-learning process of TLSC is students with special needs, while ALSC mentions homework as a way to reinforce learning in school.

Recommendations

Based on the results of the research, the following recommendations can be made:

1. ALSC can include objectives related to information and communication technologies.
2. TLSC can be given a guide-like quality by adding explanations about activities, methods, and techniques that can be used in the teaching-learning process to guide teachers.
3. Similar courses similar to Life Sciences in different countries can be compared by researchers.

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BIOGRAPHICAL NOTES

Contribution Rate of Researchers

Author 1: 50%

Author 2: 50%

Conflict Statement

There is no material or individual organic connection with the people or institutions involved in the research and there is no conflict of interest in the research.



Genişletilmiş Türkçe Özet

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Türkiye ve Azerbaycan İlkokul Hayat Bilgisi Öğretim Programlarının Karşılaştırılması

Giriş

Toplumun sahip olduğu bilgi, beceri, estetik ve kültürel birikimi bireylere aktararak onları hayata hazırlama eğitimin işlevleri arasındadır (Fidan & Erden, 1996, ss. 66-69). Yetiştirilmek istenen birey özelliklerine bağlı olarak okullarda eğitim programları uygulanmaktadır (Önal & Şenyurt Topçu, 2013, s. 312).

Eğitim programı, genele yönelik bir tasarım olarak, öğrencilerin öğrenmesinin gerçekleşmesi için okul içinde ve dışında yapılan tüm etkinlikleri kapsamaktadır (Gültekin, 2020, s. 17). Öğretim programı ise eğitim programları doğrultusunda bir ders ile ilgili hazırlanmış olan etkinlikleri kapsayan yaşantılar düzeneği olarak tanımlanmaktadır (Demirel, 2020, s. 6). Bu programlardan biri olan Hayat Bilgisi dersi ile çocuklar gerçek yaşamlarında beceriye dönüştürerek kullanabilecekleri hayatın farklı alanlarıyla ilgili birçok bilgi edinirler. Bundan dolayı yaşam becerilerinin çocuklara kazandırılmasında (Uzunkol, 2020, s. 107) ve çocukların gelişiminde Hayat Bilgisi dersinin rolü oldukça önemlidir (Oker & Tay, 2019, s. 409). Türkiye’de 1926 yılından itibaren öğretim programları arasında yer alan Hayat Bilgisi Dersi Öğretim Programı’nın uluslararası düzeyde karşılığı birçok ülkede bulunmamaktadır. Almanya’da Hayat Bilgisi, Rusya’da “Etrafımızdaki Dünya” ve Azerbaycan’da “Hayat Bilgisi” derslerinin Türkiye’de Hayat Bilgisi dersi ile isim veya içerik bakımından benzerlik gösterdiği görülmektedir (Azerbaycan Respublikası Təhsil Nazirliyi [ARTN], 2013; Baysal, Tezcan, & Araç, 2018, s. 118; Ütkür Güllühan & Guseinova, 2021, s. 82).

Bu araştırma ile Türkiye Hayat Bilgisi Öğretim Programı (THBÖP) ile Azerbaycan Hayat Bilgisi Öğretim Programı (AHBÖP)’nin ilkökul düzeyinde karşılaştırılması ve her iki program arasındaki benzerlik ve farklılıkların betimlenmesi amaçlanmıştır. Bu bağlamda “THBÖP ile AHBÖP benzerlik ve farklılıkları nelerdir?” sorusuna cevap aranmış, benzerlik ve farklılıklar incelenirken eğitim

programlarının dört temel unsuru ve Hayat Bilgisi Öğretim Programlarında yer tutan beceri ve değerler dikkate alınmıştır.

Yöntem

Araştırmada nitel araştırma yönteminden durum deseni, durum deseninin ise bütüncül tek durum modeli kullanılmıştır. Bu modelde tek bir birim (bir birey, bir program, bir okul vb.) analiz edilir (Yıldırım & Şimşek, 2021, s. 313). Araştırmada veri toplama aracı olarak doküman kullanılmıştır. Belge veya dokümanlar nitel araştırmalarda veri toplama kaynaklarından biridir (Saban & Ersoy, 2019, s. 7). Araştırmada kullanılan dokümanları Türkiye Cumhuriyeti Milli Eğitim Bakanlığı [MEB] tarafından 2018 yılında hazırlanan Hayat Bilgisi Dersi Öğretim Programı (İlkokul 1, 2 ve 3. Sınıflar) ve Azerbaycan Cumhuriyeti Eğitim Bakanlığı tarafından 2013 yılında hazırlanan Genel Eğitim Okulları için Hayat Bilgisi Dersi Öğretim Programı (Azərbaycan Respublikasının Ümumtəhsil Məktəbləri Üçün Həyat Bilgisi Fənni Üzrə Təhsil Proqramı (Kurikulumu) (I-IX SİNİFLƏR)) oluşturmaktadır. Türkiye ve Azerbaycan Hayat Bilgisi Programlarına her iki ülkenin açık erişimli resmi sayfalarından orijinal belgelere ulaşılmıştır.

Araştırmada dokümanların incelenmesi ile elde edilen verilerin analizinde betimsel analiz kullanılmıştır. Bu araştırmada tema olarak Hayat Bilgisi Öğretim Programlarındaki benzerlikler ve farklılıklar kullanılmıştır. Genel amaçlar, temel yaşam becerileri, değerler, içerik, öğrenme-öğretme süreçleri, ölçme ve değerlendirme yaklaşımları kategoriler olarak belirlenmiştir.

Bulgular

Her iki programın doğaya ve çevreye duyarlı olma, milli, insani ve manevi değerlere sahip olma, iletişim becerileri, vatanseverlik, vatandaşlık bilinci, aile ve toplumsal değerler, sağlıklı ve güvenli yaşama becerileri ve temel bilimsel süreç becerileri gibi ortak amaçların olduğu görülmüştür. İletişim, sağlıklı yaşam, problem çözme, kendini koruma, işbirliği içinde çalışma, kaynak kullanımı, gözlem, zaman yönetimi, sağlıklı yaşam (kişisel bakım, dengeli beslenme), doğayı koruma, karar verme, öz farkındalık, girişimcilik, kurallara uyma, değişimi ve sürekliliği algılama, milli ve kültürel değerleri tanıma her iki programda da beceri olarak görülmüştür. THBÖP'de bilgi ve iletişim teknolojilerini kullanma, kariyer farkındalığını geliştirme, mekanı algılama, özyönetim ve sosyal katılım becerileri yer alırken, AHBÖP'te analiz etme, sonuç çıkarma, tahminde bulunma, ölçme, deney yapma, karşılaştırma, küçük ekonomik yapılar kurma becerileri vardır. projeler ve uygulama, güvenlik ve ilk yardım becerileri. İçerik olarak her iki programın da sarmal bir yaklaşımla farklı sınıf düzeylerinde tekrarlı kazanımlara yer verdiği ve ünite temelli bir yaklaşımla ünitelerin her sınıf düzeyi için aynı adlarla düzenlendiği görülmüştür. Her iki programda da üniteler benzer konu ve kazanımlara göre düzenlenmiştir.

Her iki programda da adalet, saygı, sabır, dürüstlük, sorumluluk, aile ve vatan sevgisi, yardımseverlik, duyarlılık, özgüven, tutumluluk ve çalışkanlık değerlerinin yer aldığı görülmüştür. Her iki program da öğrenci merkezli bir öğrenme-öğretme süreci öngörmektedir. Ayrıca bireysel farklılıklara dikkat çekilerek öğrencilerin potansiyellerini maksimum düzeyde kullandıkları vurgulanmıştır. Öğrenme-öğretme etkinlikleri düzenlenirken her iki programda da öğrenme-öğretme sürecinin sürekli izlenmesi ve değerlendirilmesi ve buna göre yeniden düzenlenmesi gerektiği vurgulanmıştır. Öğrenme çıktılarının sonuçla birlikte süreç odaklı değerlendirilmesi gerektiğini vurgulayan her iki programda da ölçme ve değerlendirme sürecinde kullanılacak ölçme araçlarını bireysel farklılıkları dikkate alarak hazırlama konusunda öğretmene esneklik sağlanmış ve öğrenci gelişiminin her yönüyle sürekli izlenip, analiz edilip değerlendirileceği vurgulanmıştır.

Her iki programda da adalet, saygı, sabır, dürüstlük, sorumluluk, aile ve vatan sevgisi, yardımseverlik, duyarlılık, özgüven, tutumluluk ve çalışkanlık değerlerinin yer aldığı görülmüştür. Her iki program da öğrenci merkezli bir öğrenme-öğretme süreci öngörmektedir. Ayrıca bireysel farklılıklara dikkat çekilerek öğrencilerin potansiyellerini maksimum düzeyde kullandıkları vurgulanmıştır. Öğrenme-öğretme etkinlikleri düzenlenirken her iki programda da öğrenme-öğretme sürecinin sürekli izlenmesi ve değerlendirilmesi ve buna göre yeniden düzenlenmesi gerektiği vurgulanmıştır. Öğrenme çıktılarının sonuçla birlikte süreç odaklı değerlendirilmesi gerektiğini vurgulayan her iki programda da ölçme ve değerlendirme sürecinde kullanılacak ölçme araçlarını bireysel farklılıkları dikkate alarak hazırlama konusunda öğretmene esneklik sağlanmış ve öğrenci gelişiminin her yönüyle sürekli izlenip, analiz edilip değerlendirileceği vurgulanmıştır.

Tartışma ve Sonuç

Bu araştırmada THBÖP ve AHBÖP incelenerek programlarda yer alan genel amaçlar, temel yaşam becerileri, değerler, içerik, öğrenme-öğretme süreçleri ile ölçme ve değerlendirme yaklaşımları karşılaştırılarak benzer ve farklı yönleri ortaya konulmaya çalışılmıştır.

Her iki programda da milli, manevi ve insani değerlere genel amaçlar içinde yer verilirken AHBÖP'te yurttaşlık ve vatandaşlık kavramlarına vurgu yapılmaktadır. Vatandaşlık eğitimi bakımından bakıldığında Azerbaycan ilkokul programlarında en önemli görevin Türkiye'de olduğu gibi Hayat Bilgisi dersine yüklendiği görülmektedir (İbrahimoglu & Şan, 2018, s. 73). AHBÖP'de vatandaşlık ve yurttaşlık kavramlarına vurgu yapılmasında AHBÖP'ün genel amaçlarının 1-9. sınıfları kapsamından kaynaklanabileceği düşünülmektedir. THBÖP ve AHBÖP'ün yaşam becerileri bakımından büyük ölçüde benzerlik gösterdiği görülmektedir. Tekgöz (2017, s. 236) tarafından yapılan çalışmada Almanya Hayat Bilgisi Öğretim Programı'nın THBÖP'e göre sanat, ulaşım, oyun, tasarım, enerji, edebiyat, doğa gibi konularda daha fazla beceri içerdiği sonucuna ulaşılmıştır. Yaşam becerileri, çocuğu hayata hazırlamada, öğrenilen bilgileri aktif olarak yaşamda kullanabilmelerinde, sosyal hayatın içinde kendilerini gerçekleştirebilmelerinde ve diğer öğrenim basamaklarındaki başarılarında oldukça etkili olmaktadır. Her iki programda da beceri gelişimine önem verildiği ve öğrencilerin bilişsel, duyuşsal ve sosyal bakımdan farklı gelişim alanlarına yönelik becerilerin kazandırılmaya çalışıldığı görülmektedir.

THBÖP ve AHBÖP'ün benzer olarak sarmal bir yapıda ve ünite temelli olarak hazırlandığı görülmektedir. Ünitelerin sınıf düzeylerinde aynı şekilde adlandırılmış olması ve konuların aynı bağlamda düzenlenmesi programın sarmal yapısını göstermektedir (Tay & Baş, 2015, s. 364). Her iki programın içeriğinin sarmal olarak hazırlanmasından dolayı kazanımların altında kazanım sınırlarının belirtildiği açıklamaların olduğu ve içeriğin sınırlarının çizildiği görülmektedir. Bu açıklamalar sınıf öğretmenlerine, konunun sınırlarının çizilmesi ve konunun kapsamının belirlenmesi bakımından yol gösterici niteliktedir. Ünitelerin birbirini karşılama düzeyine göre THBÖP ile AHBÖP'ün içerik bakımından oldukça benzer olduğu söylenebilir. Ayrıca her iki programda da ünitelerin çocukların birey, toplum ve doğa bağlamında gelişimini sağlayacak çeşitli disiplinlerin konularını içeren bütünlük bir yapıyla hazırlandığı görülmektedir.

Her iki programda da adalet, saygı, sabır, dürüstlük, sorumluluk, aile ve vatan sevgisi, yardımseverlik, duyarlılık, öz güven, tutumluluk, çalışkanlık değerlerinin benzer olarak bulunduğu görülmektedir. Canbulat (2018, s. 230) tarafından yapılan araştırmada Türkiye ve Almanya Hayat Bilgisi Öğretim Programlarının içerdiği değerler bakımından oldukça benzer olduğu ve değer öğretiminde en

büyük rolün Hayat Bilgisi dersine yüklendiği sonucuna ulaşılmıştır. Bu durum araştırma bulgularını destekler niteliktedir. Toplumun geleceği, huzuru ve gelişimi için son derece önemli olan değerlerin her iki ülkenin de Hayat Bilgisi Öğretim Programlarında önemli bir yer tuttuğu görülmektedir. THBÖP ve AHBÖP'ün değerleri birbirine oldukça benzer nitelikte olmasının yanında hem ulusal hem de evrensel değerlerin çocuklara aktarılmasının hedeflendiği söylenebilir. Öğrenme-öğretme süreçleri bakımından her iki program da öğrenci merkezli bir yaklaşım göstermekte, aktif öğrenmeye ve bireysel farklılıklara dikkat çekilerek öğrencilerin potansiyellerinin azami düzeyde kullandırılması vurgulanmaktadır. Ancak yapılan araştırmalarda her iki ülkede de Hayat Bilgisi derslerinin öğrenci merkezli ve yaparak yaşayarak işlenmediği ile ilgili öğretmen görüşlerine ulaşılmıştır (Baysal vd., 2018, s. 490; Mikayilova & Kazımzade, 2016, s. 130). Bu noktada öğretmenlerin programı uygulamada yetersiz oldukları, öğrenme-öğretme sürecini aktif katılımı öğrenmenin sağlanacağı öğrenci merkezli olarak düzenleme yerine öğretmen merkezli olarak düzenledikleri söylenebilir.

Her iki programda da öğrenme çıktılarının sonuçlarının yanında öğrencilerin gelişimini bir bütün olarak değerlendiren süreç odaklı bir ölçme-değerlendirme yaklaşımının olduğu ve öğretmene ölçme ve değerlendirme araçlarını belirli kriterlere göre geliştirmeleri noktasında esneklik sağlandığı görülmektedir. Süreç odaklı bir değerlendirme ile THBÖP ve AHBÖP, öğrencilere zengin öğrenme yaşantıları sunmaya, onları derse daha aktif olarak katmaya, kendi öğrenmelerinde sorumlu olmaya, kendilerini değerlendirme özelliği kazandırmaya çalışmaktadır. Her iki programın da öğrencilerin bilgi, beceri ve yeteneklerini keşfetmeye yönlendirmeyi ve yaş grubunun gelişim özelliklerine uygun olarak gelişimin bütün basamaklarını bir bütün olarak değerlendirmeyi amaçlamaktadır. Bu noktada her iki programın da ölçme-değerlendirme yaklaşımlarının benzer oldukları görülmektedir.

Sonuç olarak her iki programın doğa, birey ve toplum bağlamında öğrencilere temel bilgi, beceri ve değerleri kazandırma bağlamında genel amaçları bakımından oldukça benzer olduğu görülmektedir. Genel amaçlardaki bu benzerlik temel yaşam becerileri, değerler, program içeriği, öğrenme-öğretme süreçleri ile ölçme ve değerlendirme yaklaşımına da yansımıştır. THBÖP bilgi ve iletişim teknolojilerini kullanma, AHBÖP ise analiz etme, sonuç çıkarma, tahminlerde bulunma, küçük ekonomik projeler inşa etme ve uygulama, ölçme, deney yapma, karşılaştırma becerileri bakımından farklılaşmaktadır. İçerik yönünden en büyük farklılığın ise AHBÖP'te yer alan "Maneviyat" ünitesinde olduğu görülmektedir. Öğretme-öğrenme sürecinde AHBÖP'ün THBÖP'e göre daha ayrıntılı olduğu ve bir öğretmen kılavuzu niteliği taşıdığı söylenebilir. THBÖP öğretme-öğretme süreçlerinde en dikkat çeken husus özel gereksinimli öğrencilerdir. AHBÖP'te ise okuldaki öğrenmeleri pekiştirmesi bakımından ev ödevlerine değinilmektedir.

Öneriler

Araştırmanın sonuçlarına dayalı olarak aşağıdaki öneriler yapılabilir.

1. AHBÖP'te bilgi ve iletişim teknolojileri ile ilgili kazanımlara yer verilebilir.
2. THBÖP'e, öğrenme-öğretme süreçlerinde kullanılacak etkinlikler, yöntem ve tekniklerle ilgili açıklamalar eklenerek öğretmenlere rehberlik edecek kılavuz niteliği kazandırılabilir.
3. Farklı ülkelerin Hayat Bilgisi dersine benzer dersleri araştırmacılar tarafından karşılaştırılabilir.