

## **Determination of Interviews of Middle School Turkish Teachers Towards the Use of Story-Based Learning Approach**

*Ortaokul Türkçe Öğretmenlerinin Öykü Tabanlı Öğrenme Yaklaşımının Kullanılmasına Yönelik Görüşlerinin Belirlenmesi*

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### **Makale Bilgisi / Article Information**

**Makale Türü / Article Types:** Arařtırma Makalesi / Research Article

**Geliş Tarihi / Date Received:** 28 Nisan / April 2023

**Kabul Tarihi / Date Accepted:** 30 Haziran / June 2023

**Yayın Tarihi / Date Published:** 30 Haziran / June 2023

**Yayın Sezonu / Pub Date Season:** Haziran/ June

**Atıf / Cite as:** Uçar, Önder. “Ortaokul Türkçe Öğretmenlerinin Öykü Tabanlı Öğrenme Yaklaşımının Kullanılmasına Yönelik Görüşlerinin Belirlenmesi”. *Kıbrıs Arařtırmaları ve İncelemeleri Dergisi* 12 (Haziran 2023), 37-48. <https://doi.org/10.58607/kaid.1289420>

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**Etik Beyan/Ethical Statement:** Bu çalışmanın etik onayı Kıbrıs Batı Üniversitesi Sosyal ve Beşeri Bilimler Arařtırmaları Etik Kurulu tarafından 03.04.2023 tarihinde verilmiştir. / Ethical approval of this study was given by Cyprus West University Social and Human Sciences Scientific Research and Publication Ethics Committee with the date 13.06.2023 (**Önder UÇAR**).

**Yayıncı / Published by:** Ankara Sosyal Bilimler Üniversitesi / Social Sciences University of Ankara.

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## **Determination of Interviews of Middle School Turkish Teachers Towards the Use of Story-Based Learning Approach**

### **Abstract**

The general purpose of the research; The aim of the study is to determine the opinions of Turkish teachers about the use of story-based learning approach (ÖTÖY) in secondary school Turkish lessons and to reveal the opinions of teachers about the use of ÖTÖY in Turkish lessons. In order to determine their views on the use of story-based learning approach, the situation in Northern Cyprus was accepted as a single situation instead of considering and comparing the districts separately, based on the point that the public secondary schools in the districts in Northern Cyprus have similar characteristics. The holistic single case design, which is one of the sub-types of case study, which is one of the qualitative research designs, was used in the research. This research was carried out in the Turkish Republic of Northern Cyprus in the spring term of the 2022-2023 academic year. The sample of the research was the state secondary schools of Famagusta, Nicosia, Iskele in 3 districts of the Ministry of National Education in Northern Cyprus, which were considered as the situation examined and were included in the scope of the research. . The study group of the research consists of 86 Turkish teachers working in schools affiliated to the Ministry of National Education and Culture in Northern Cyprus, which was determined in accordance with purposeful and maximum diversity sampling. As a data collection tool, it was collected using a semi-structured written opinion form developed by the researcher. The "content analysis" technique was used to analyze the data collected in the study. In the study, messages (codes) were extracted from the answers, taking into account the data and the questions used in the interview. Frequencies and percentages are not based on the number of teachers participating; presented according to the messages presented by the teachers. As a result of the research, the story-based learning approach, which is one of the new approaches of Turkish teachers, has application areas in Turkish lessons, it helps in the expression of Turkish lessons and the students are more effective in understanding and comprehending the Turkish lesson, Turkish lessons become memorable, the participation in Turkish lessons increases, the operation of the lessons is easier and concrete. It has been concluded that it has contributed positively to their knowledge, skills and attitudes.

**Keywords:** Turkish Education, Story-based Learning Approach, Story-based Learning Views, Story-based Learning, Turkish Teachers' Views on Story-based Learning.

## **Ortaokul Türkçe Öğretmenlerinin Öykü Tabanlı Öğrenme Yaklaşımının Kullanılmasına Yönelik Görüşlerinin Belirlenmesi**

### **Öz**

Araştırmanın genel amacı; Ortaokul Türkçe dersinde öykü tabanlı öğrenme yaklaşımının (ÖTÖY) kullanılmasına yönelik Türkçe Öğretmenlerinin görüşlerini belirleyerek ÖTÖY'nin Türkçe dersinde kullanılmasına yönelik öğretmen görüşlerini ortaya koymaktır. Öykü tabanlı öğrenme yaklaşımının kullanılmasına yönelik görüşlerinin belirlenmesi amacıyla Kuzey Kıbrıs'taki ilçelerdeki devlet ortaokulları birbirlerine benzer özellikler gösterdiği noktasından hareketle ilçeleri ayrı ayrı durum olarak kabul etmek ve karşılaştırmak yerine Kuzey Kıbrıs durumu, tek durum olarak kabul edilmiştir. Araştırmada nitel araştırma desenlerinden biri olan durum çalışmasının alt türlerinden biri olan bütüncül tek durum deseni kullanılmıştır. Bu araştırma 2022-2023 eğitim-öğretim yılının Bahar döneminde Kuzey Kıbrıs Türk Cumhuriyeti'nde gerçekleştirilmiştir. Araştırmanın örneklemini Kuzey Kıbrıs'taki Milli Eğitim Bakanlığına bağlı 3 ilçe de ki Gazimağusa, Lefkoşa, İskele devlet ortaokulları incelenen durum olarak kabul edilmiş ve araştırma kapsamına alınmıştır. Araştırmanın çalışma grubunu, amaçlı ve maksimum çeşitlilik örnekleme uygun olarak belirlenen Kuzey Kıbrıs'ta Milli Eğitim ve Kültür Bakanlığına bağlı okullarında görev yapan 86 Türkçe öğretmeni oluşturmaktadır. Veri toplama aracı olarak, araştırmacı tarafından geliştirilen yarı yapılandırılmış yazılı görüşme formu kullanılarak toplanmıştır. Araştırmada toplanan verilerin incelenmesinde "içerik analizi" tekniği kullanılmıştır. Çalışmada veriler, görüşmede kullanılan sorular dikkate alınarak yanıtlardan iletiler (kodlar) çıkarılmıştır. Frekanslar ve yüzdelikler katılan öğretmenlerin sayısına göre değil; öğretmenlerin ortaya koydukları iletilere göre sunulmuştur. Araştırma sonucunda Türkçe öğretmenlerinin yeni yaklaşımlardan olan öykü tabanlı öğrenme yaklaşımının Türkçe derslerinde uygulama alanları olduğunu, Türkçe derslerinin anlatımında yardımcı olduğunu ve öğrencilerin Türkçe dersini anlama, kavramada daha etkili olduğu Türkçe derslerinin akılda kalıcı hale geldiğini, Türkçe dersine katılımın arttığını, derslerin işleyişinin daha kolay ve

somut hale geldiğini belirterek kendilerine de bilgi, beceri ve tutumlarına olumlu yönden katkı sağladığı sonucuna varılmıştır.

**Anahtar Kelimeler:** Türkçe Eğitimi, Öykü Tabanlı Öğrenme Yaklaşımı, Öykü Tabanlı Öğrenme Görüşleri, Öyküleştirerek Öğrenme, Öykü Tabanlı Öğrenmede Türkçe Öğretmenlerinin Görüşleri.

## Introduction

"Story Based Learning Approach" was used by in this study, "Story Based Learning Approach" was used Turkish teaching is a field of study which aims to use certain methods, techniques and tools in a regular way Uçar, Ö. (2023). "It is also necessary for the training program to use some new approaches in education in order to reach the desired result R. Terkan, O. Ucar (2020). Reading, listening, speaking, reading, writing areas aimed at developing the skills of learning, understanding, interpreting and communicating Turkish in the Turkish Language Teaching Program which is prepared based on the constructive approach style and language knowledge. Uçar O, Ozcan D. (2017). It can be considered that the aim is to educate the students who are able to express themselves, verbally and in writing, thinking, questioning, criticizing, and being conscious of their duties and responsibilities Uçar O, Ozcan D. (2017). One of the four basic elements of education is the need to refer to the essential elementary teaching learning process. Tepetaş (2011) has implemented a training method based on narrative method to support basic concepts and knowledge levels of 6 year old children U. Önder (2016). Particularly, "how to teach" should be very precise and sensitive at this point because it will take into consideration that the course activity is the process, and it is necessary to draw attention to the visual means (intentionally) to the activities, tools and tools that the approach anticipates here (Demirel, 2007). One of the biggest aims of the "Story-Based Learning Approach" (ÖTÖY) activities is to develop students' "creativity skills" and "high level thinking" Uçar, Ö. (2012). Using different materials to make education fluent and vibrant. The fact that the teachers can actively and efficiently perform the lesson with the constructivist education approach will certainly be the participation of the students in the lesson and the process. Because ÖTÖY is informed by teachers about how theories, approaches and practices related to teaching situations and their different approaches can be reflected in the course environment, as well as with individual learning activities, as well as with collaborative learning group work (Bacak, 2008). Teaching methods used in Turkish lesson are divided into traditional (classical) and contemporary (innovative) teaching methods in general terms. Many methods and techniques can be used in Turkish education in order to increase the effectiveness of the education process and to ensure permanent learning. It is a modern understanding and approach that adopts a student-centered approach to the ÖTÖY which forms the basis of our research. (Kara, 2010). Furthermore, in many scientific meetings held on the subject, it is stated that there is a need for alternative proposals for the development of creativity and high-level thinking skills of secondary school students. Şimşek (2006) has a thesis study in the form of "Storytelling Usage in the Teaching of Primary School Social Studies Course" M Tezer, O Uçar, A Tepe (2019). The contribution of Turkish language teaching, which forms the basis of communicating in Turkish language classes, socialization and expression power in middle schools, is striking R. Terkan, O. Ucar (2020). It can be considered that these models shown by the may negatively affect creativity, but it has been seen that the output of the narration that emerges with the given models is not quite similar to each other and each one contains different creative items and solution ideas belonging to children U Önder (2019).

## **1. Purpose and Important (PAI)**

The general purpose of the research is to determine the opinions of secondary school Turkish teachers about the use of Story-Based Learning Approach in Turkish Lessons and how the story-based learning approach, which is a new approach, contributes to the functioning and content of the Turkish lesson, and how it creates a change in the attitudes of the students. effects on it.” ÖTÖY is very important in terms of educating individuals who are responsible for their own learning, in which the teacher, who puts the student in the center, is a guide, in terms of creating their own knowledge by structuring new knowledge away from traditional learning and teaching approaches and finding solutions to constant problems. This study, which was conducted to determine the opinions of students and Turkish teachers on the use of Story-Based Learning Approach in the 7th grade Turkish lesson in secondary school, is considered important in terms of increasing the efficiency of education and training and providing information to teachers about.

## **2. Sub Objectives (SO)**

**In order to develop this aim, the following questions were sought:**

- 1) What are the opinions of the Turkish teachers regarding the contribution of the use of ÖTÖY in the Turkish lesson to the lesson?
- 2) What are the views of the teachers about what purposes (goals) ÖTÖY uses in Turkish lessons?
- 3) What are the opinions of teachers about the skills areas that ÖTÖY develops in Turkish lessons?
- 4) What are the opinions of the teachers regarding the difficulties (problems) faced in the application of ÖTÖY in Turkish lessons?
- 5) What are the opinions of the teachers regarding the development of Storytelling Activities in Turkish lessons which teachers' writing skills have developed?

## **3. Method**

### **3.1. Model of Your Research (MOYR)**

In the research, the effects of the story-based learning approach, which is a new approach, on the functioning and content of the Turkish lesson, how it contributes to the functioning and content of the Turkish lesson, and how it creates a change in the attitudes of the teachers, on the students intended.” Based on the point that the public secondary schools in the districts of Northern Cyprus are similar to each other, instead of considering and comparing the districts separately, the situation in Northern Cyprus has been accepted as a single situation. The holistic single case design, which is one of the sub-types of case study, which is one of the qualitative research designs, was used in the research. In the study, the opinions of Turkish Teachers in Secondary Schools on the use of story-based learning approach in the teaching process were evaluated; thus, a single unit of analysis was taken as the basis and the holistic situation was used. The state secondary schools in Famagusta, Nicosia and Iskele in 3 districts affiliated to the Ministry of National Education in Northern Cyprus were accepted as the situation examined and included in the scope of the research. From this point of view, Turkish teachers in secondary schools in each district were accepted as the participants of this research.

### **3.2. Working Group (WG)**

The study group of study included 86 Turkish teachers working in secondary schools in Nicosia and Famagusta, İskele districts of TRNC Ministry of National Education General Secondary

Education Department. A purposeful sampling method was used to identify participants in this study. In the purposeful sample, some goals that are deemed important for research are identified and participants are identified on the basis of these objectives. In the study, sampling of maximum diversity, which is one of the subtypes of purposeful sampling, has been preferred. The reason is that in a small number of sample groups it is possible to obtain various (different) opinions from participants in different characteristics. It was aimed to select the Turkish Teachers who are thought to have different perspectives on the education of the Turkish Teachers in the secondary education in order to use the story-based learning approach they used in the teaching process as the sample and thus the maximum diversity was achieved.

### **3.3. Collection of Data (COD)**

In this research, "semi-structured interview form for teachers' use of story-based learning approach" developed by researchers was used. During the preparation of the interview form, the interview form was presented to the opinion of seven experts and the final form was given to the form. Negotiations were conducted using a voice recorder. Interview records were transcribed immediately after the interview. The data are coded and the themes are generated and the obtained data are explained by descriptive analysis. The structured interview form consists of 5 questions.

- 1) What are the opinions of the Turkish teachers regarding the contribution of the use of ÖTÖY in the Turkish lesson to the lesson?
- 2) What are the views of the teachers about what purposes (goals) ÖTÖY uses in Turkish lessons?
- 3) What are the opinions of teachers about the skills areas that ÖTÖY develops in Turkish lessons?
- 4) What are the opinions of the teachers regarding the difficulties (problems) faced with the implementation of ÖTÖY in Turkish lessons?
- 5) What are the opinions of the teachers regarding the development of the Storybuilding Activities in Turkish Lessons?

After obtaining the necessary permission for the interview form to be used in the research, Nicosia and Famagusta of the TRNC Ministry of Education were interviewed with the Turkish teachers of the secondary schools in İskele districts. During the 2022-2023 academic year, the director of the secondary schools affiliated to the General Education Department was contacted, and eleven schools were visited and a total of 86 teachers were interviewed. The answers given by the teachers participating in the survey were recorded using the recorder. In the course of using the recorder, permission has been obtained from the managers to be interviewed and the managers are made to feel comfortable at this stage.

### **4. Analysis of Data (AOD)**

The "content analysis" technique was used in the analysis of the data collected in the research. Content analysis is defined as summarizing a text with specific categorizations with smaller content categories (Büyükoztürk et al., 2010). In the research, categorical analysis was used from the types of content analysis. In general, categorical analysis refers to the division of a particular message into units and then grouping these units into categories according to certain criteria (Bilgin, 2006). In this study, the data were presented considering the questions used in the interview. Messages (codes) have been removed from responses to each question. Later, similar codes were collected under the

same group and categories were created. Then, the frequencies of the specified categories are presented. The frequencies are not according to the number of teachers involved; presented according to the messages the teachers put forward. The reason for this is that teachers have to put more than one code (message) in some questions, and not answer in some questions. Direct quotations were often made to reflect the views of the interviewed individuals in a striking way. The collected data are written in detail and explained in a clear and understandable manner how the results are achieved. The opinions of the interviewed teachers were frequently given through direct citations; the results of the research are explained by way of these.

## Results

Tablo 1.

*Teacher Opinions About The contribution of The Use of ÖTÖY in Classroom*

Opinions	f	%
Lessons provide learning by playing.	22	25,6
Lessons provide learning by playing.	17	19,8
Students get rid of passive situation in lessons.	13	15.1
The student contributes actively to increase participation in the lesson.	10	11.6
Helps your teacher get good positive feedback from lessons.	8	9.3
It provides the participation of children who hide themselves.	7	8.1
By doing, learning contributes to learning.	6	6.9
Positive contribution can also be observed in terms of personal development.	3	3.4
Total	86	

As seen in Table 1, the teachers who participated in the research reported different opinions on the question "What are the contribution of the teacher in using Turkish language in teaching Turkish lessons?" Participants all seem to think positively. ÖTÖY activities make the course enjoyable. In addition, they have contributed to making students learn by doing, contributing actively to increase their participation, positive contribution in terms of personal development, positive contribution in terms of personal development, and self-conceiving students are able to speak with a learning approach.

Table 2.

*Teachers' Views on What Purposes (goals) They Are Using By ITU*

Opinions	f	%
To provide accurate and effective use of Turkish language	40	52.6
To ensure the permanence of information	20	23.2
To give the behaviors of the researcher, preparation, responsibility	10	11.6
To provide developments in applications in Turkish teaching	8	9.3
Disruptions in Turkish teaching	8	9.3
Total	86	

Teachers who participated in the research, as seen in Tabloda 2, pointed out different opinions about which goals (objectives) of ÖTÖY are used to achieve. Participants seem to think in the positive direction. Teachers have stated that they are making efforts to ensure correct and effective use of Turkish language, to ensure the permanence of knowledge, to provide students with research, preparation, taking responsibility behaviors, to improve their practices in Turkish teaching and to eliminate the problems in Turkish teaching.

Table 3.  
*Teacher Views On Which Skills Areas The ÖTÖY Developed By Students*

Opinions	f	%
Reading,	14	16.2
Tracing	10	11.6
Talking	10	11.6
Listening	10	11.6
Writing	10	11.6
Mentally improves the student	10	11.6
Taking responsibility	5	5.8
Develop research-development areas	5	5.8
Creative thinking	4	4.6
It gives you confidence	4	4.6
Contributes to the development of problem solving skills	4	4.6
Total	86	

What skills areas do you think the ÖTÖY has directed towards students? all of the teachers who participated in the question stated that they contributed positively. As for the findings from the interviews; ÖTÖY has stated that the skills of reading, writing, speaking and listening of the students are developed, mentally developed, problem-solving skills, taking responsibility and research-development areas, creative thinking and self-confidence and problem solving skills.

Table 4.  
*Teachers' Views on What Problems (problems) They Met in The dimension of The Implementation of The ITU*

Opinions	f	%
Inadequate time	36	41.8
Some negativities	19	22.0
Inadequate physical environments,	9	10.46
The curriculum is intense	8	9.3
Sometimes children can refuse to work with each other.	7	8.1
The difficulty of adapting the approach to every subject	6	6.9
Total	86	

As you can see in Tabloda, the teachers who participated in the research, what problems (problems) do you encounter in the aspect of ÖTÖY's implementation? teachers have expressed different opinions. They stated that they can mostly affect the negative factors of using ÖTÖY. Teachers are concerned about time insufficiency, physical inadequacy, intense curriculum, children sometimes refusing to work with each other, and a teacher who can not adapt the approach to every aspect.

Table 5.  
*Findings About Storybuilding Activities of Teachers' Developmental Skills*

Opinions	f	%
It contributed to not being able to establish appropriate clauses in the Turkish rules.	17	19.7
It contributed to the ability to write events by writing sequences and information.	17	19.7
It contributed to the inability to establish causal relationships in my writing.	16	18.6
It contributed to my inability to establish purpose-result associations in my writing.	6	6.9
The trick contributed to my writing without falling.	4	4.6
It helped me to comply with the rules of spelling and punctuation.	3	3.4
It helped me to draft my writings.	3	3.4
It helped me to plan my writing around a main idea.	3	3.4
It helped to support the main idea of my writing with helpful ideas.	2	2.3
The writing contributed to the location and the ability to make a proper entry.	2	2.3
It contributed to my ability to connect my writing with impressive expressions.	2	2.3
The writing contributed to the lack of a short, remarkable title on the subject.	2	2.3
Feelings, thoughts, dreams, impressions and experiences helped me to express myself by writing.	1	1.1
I have learned to use words, concepts, proverbs and idioms in my writing	1	1.1
It contributed to not sharing what I wrote with others and not to consider their evaluations.	1	1.1
Total	86	

According to Table 5, participating in the study. The Turkish teachers have emphasized the importance of "the ability to write scripts that are appropriate to Turkish rules" and "the ability to write events and information in a way that makes writing possible." The Turkish teachers' speech skills they expressed the positive effect of the ÖTÖY in writing by putting events and information in a similar order to their answers. Turkish teachers show this approach to transfer their emotions, thoughts and dreams in written form and develop their writing skills.

### Conclusion and Discussion

Teacher's opinions about the story-based learning approach in Turkish lesson. The first question developed in line with the objectives of the research is the question "What are the

contributions of ÖTÖY to the lesson in Turkish lessons?" Participants seem to think that all of the participants think positively as a result of their opinions obtained from their answers to this question.

ÖTÖY activities make the course enjoyable. In addition to this, it is possible to make learning by doing-living, to contribute actively to increase the participation of the students, and also by the learning approach of self-conceiving students, whose positive contribution in terms of personal development also contributes positively in terms of personal development.

Because the course is a verbal course in Turkish, the attention of the student is dispersed very quickly. For this reason, this approach is important for collecting attention. Abstentions are important for introverted students to socialize and for the development of friendship relations. It is an effective method for attracting interest in a student and giving a play to the class. The student is never bored, the lesson is made fun, productive, fun and enjoyable. In addition, the course will be saved in a monotone way. The method of story formation in Turkish lesson is amusing and provides meaningful learning.

I believe that all students will be at the highest level of learning, listening for their attention and attendance throughout the lesson. Learners become more permanent as students themselves attend classes.

The creativity aspect of the children arises, the passive students become active, the abstract concepts are embodied and realized better, the diction is improved and they learn while having fun. Turkish language lessons and enjoy learning by providing the knowledge that you can easily apply in your daily life provides.

The second question, which was developed in line with the objectives of the research, appeared to be that the participants thought positively on the basis of the teachers' opinions about which goals (objectives) the ÖTÖY used to realize.

Teachers have stated that they are making efforts to ensure correct and effective use of Turkish language, to ensure the permanence of knowledge, to provide students with research, preparation, taking responsibility behaviors, to improve their practices in Turkish teaching and to eliminate the problems in Turkish teaching.

The third question, which was developed in line with the objectives of the research, appeared to be that the participants thought positively in terms of the teachers' views on which skills areas the ÖTÖY students developed.

It has been determined that the ÖTÖY Approach develops students' reading, writing, speaking and listening skills, mentally developed problem-solving skills, responsibility and research-development areas, creative thinking and self-confidence and problem solving skills. Because the course is a verbal course in Turkish, the attention of the student is dispersed very quickly. For this reason, drama method is important in terms of attention.

Through this method, the student first realizes the consciousness of being an individual when he introduces himself into the process. Therefore, it will become the basis of the group's success as it becomes even easier to identify others of the self-recognizing individual. However, it serves the first step of socialization. If we handle the event on a process-by-case basis, it makes it more holistic in terms of both students and teachers. In short, it provides the development of both cognitive and psychomotor as well as social level.

The fourth question, which has been developed in line with the objectives of the research, is thought to be able to influence the negative factors of the use of the ÖTÖY in view of the teachers' views on what problems (problems) they meet at the level of implementation of the ÖTÖY. The teachers are concerned about the time inadequacy, the inadequacy of the physical environment, the curriculum intensive, the children sometimes refusing to work with each other, and the problem is that a teacher will have difficulties in adapting the approach to every situation.

Participating in the investigation. The fifth question of the answer given by the Turkish teachers in the question "What do you think about the writing activities in the drama do you think develops the most direction / direction of your writing skill?" Has contributed to making it possible to write the sentences according to Türkçenin's rules. "It seems to be concentrated on the option of writing events and information in order. they expressed the positive effect of the ÖTÖY in writing by putting events and information in order similar to the answers in the speech skill. Turkish teachers show this approach to transfer their emotions, thoughts and dreams in written form and develop their writing skills.

In other researches done as a doctoral dissertation at Durham University, "conducted an analysis of the theoretical foundations of the method of storytelling in elementary schools and the impact on students' inner motivations". In this study, the relationship between the method of teaching and learning developed in Scotland and the level of motivation of students was investigated and the theoretical foundations of narrative in terms of constructivism, progression, drama method and intrinsic motivation were investigated. U. Önder (2016). In this study, a sample group was selected to refer to the opinions of the students to determine their internal motivations. According to the obtained data, the method of storytelling was found to increase the motivation levels of the students. In addition, the end result is that students have increased their thoughts and experiences. It is argued that this research should give more importance to the method of narration in primary school programs. U Önder (2019). Because, as a method of narration, it meets the unknown needs of future programs. At the Ringstabekk School in Oslo, the narrative method was used for students aged 13-16. The students here have implemented a narrative unit in the direction of international energy contact. As regards this method, a book was published in 1997. "Creating Worlds, Constructing Meaning: The Scottish Storyline Method "written by Jeff Creswell is helping to introduce the concept of storytelling. A study based on the processing of Social Studies units (Margit, McGuire and Brown, 1994) was conducted using the narrative method in Seattle (USA) and Sydney (Australia), and when Social Studies units were presented around a story, interest. Students with cognitive, affective, and kinetic involvement in classroom work have become more willing to learn and explore their learning goals. At the 2nd International Narrative Conference in Elsinore, 8C class students (between 14 and 15 years) of Rosenlundskolen in Denmark, their teachers "2. They have worked towards a narrative about the Treaty Policy in Denmark during World War II. The pupils have been created with the characters appropriate to the historical demands of the Germans for the Danish Government, and they have been analyzed and decided what to do. The aim of this narrative is not to present a specific content to the students but to enable them to gain in-depth knowledge of what the Danish government actually does, without limiting the freedom of the students. At the Kirkbymoorside CP School in the UK, after the summer vacation, it was used in the method of storytelling in order to ensure cooperation between students in different classes. At the outset of this project, students had very little knowledge of European countries and their capitals, and it was observed that they learned a lot about this after the project (<<http://www.storyline-scotland.freeserve.co.uk/england.htm>>). Ifigenia Ilipoulou, a young Greek teacher from Anilio in

Greece, discussed the method of storytelling in the postgraduate thesis at Strathclyde University. The main purpose of this study is the adaptation of the philosophies in the narrative method of livelihood lesson given in the first years of primary education in Greece (<<http://www.storylinescotland.freeserve.co.uk/greece.htm>>). Björk Eiríksdóttir, a teacher at Kopavogur in Iceland and Rosa Eggertsdóttir, an advisor at Akureyri, discussed the storytelling in the postgraduate theses in Cambridge. Maria Steingrimsdóttir and Sigrun Guomundsdóttir, who also have a master's degree by taking advantage of narratives, (<http://www.storylinescotland.freeserve.co.uk/island.htm>). Janne Fausganger, an instructor at the Faculty of Education at Stavenger, wrote an article entitled "Teaching in or Out of Mathematics". In this article, examples of how to use narration in the teaching of mathematics within the story or four times a year are presented.

#### **Findings based on findings and results obtained from the research:**

- I think it would be good to prepare texts suitable for narration in Turkish textbooks.
- It is thus possible for the students to develop their imagination and imagination. In addition, studies and studies on attitudes and information on ÖTÖY, which is an important approach in terms of putting the attitude and feelings of the individual out of their knowledge and skills, can be done.
- The selection of narrative activities according to age and class should be highly attended by researchers.
- This study has been applied to teachers of Turkish lessons with the scanning model.
- It should also be applied to other courses.
- It will be better understood when we look at it experimentally.
- In this respect, I think that such studies can be explained more accurately and beautifully in this way by studying empirically, the story-based learning approach.
- Because I believe that this approach is understood by experiencing life by doing verbally with theories

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