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Bibliography of Resources That Can Be Used In The Process of Gaining Communication Skills In Religious Education

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ABSTRACT

Education has been accepted as an important tool for shaping the behavior of individuals and providing them with knowledge, skills and values. Religion has been a phenomenon that organizes life and directly shapes people's activities in social, economic, cultural etc. areas since the existence of humanity. For this reason, people's communication and interaction with each other has become an inevitable situation. In this study, it is aimed to make an evaluation of how individuals can develop their communication skills in the process of religious education. Considering the remarkable paucity of research on the development of communication skills in the field of religious education, the study was deemed important. The data obtained in the study was handled with qualitative research method. Descriptive data analysis and content analysis were used in the evaluation process of this research. According to the findings obtained in the study, it was understood that there are many studies that can be used such as books, research reports, articles and notifications when examined from the past to the present in the context of gaining communication skills in religious education (between the years before 2000 and 2023). When these sources were examined, it was revealed that the most studies on the development of communication skills were conducted on communication and communication skills; teacher and student communication. In addition, the scarcity of studies on digital processes, media and cooperative learning skills has attracted attention. In line with the data obtained in the research, a bibliography of the works that are thought to be a source for studies to be carried out in this field with the aim of imparting communication skills in religious education has been given and an evaluation has been made in this context.

Key Words: Religious education, communication skills, religion, education, skills.

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Din Eđitiminde İletişim Becerisinin Kazandırılması Sürecinde Kullanılabilecek Kaynaklar Bibliyografyası

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ÖZET

MAKALE BİLGİSİ

Eđitim bireyin davranışlarını şekillendirebilmek, bireye bilgi, beceri ve deđer kazandırabilmek için önemli bir araç olarak kabul görmüştür. Din ise insanlığın var oluşundan bu yana yaşantıyı organize eden doğrudan insanların sosyal, ekonomik, kültürel vb. alanlardaki faaliyetlerini şekillendiren bir olgu olmuştur. Bu nedenle insanların birbirleri ile olan iletişimi ve etkileşimi kaçınılmaz bir durum haline gelmiştir. Bu çalışmada bireylerin din eğitimi sürecinde iletişim becerilerinin nasıl geliştirebileceğine yönelik bir deđerlendirmenin yapılması amaçlanmıştır. İletişim becerilerinin geliştirilmesi ile ilgili araştırmaların din eğitimi alanında dikkate deđer azlığı düşünöldüğünde çalışma önemli görölmüştür. Çalışmada elde edilen veriler nitel araştırma yöntemi ile ele alınmıştır. Bu araştırmanın deđerlendirme sürecinde betimsel veri analizi ve içerik analizi kullanılmıştır. Araştırmada elde edilen bulgulara göre din eğitimi iletişim becerilerinin kazandırılması bağlamında (2000 öncesi-2023 yılları arası) geçmişten günümüze incelendiğinde kitap, araştırma raporu, makale, bildiri gibi kullanılabilecek birçok çalışmanın var olduđu anlaşılmıştır. Bu kaynaklar incelendiğinde iletişim becerilerinin geliştirilmesi hususunda en fazla çalışmanın iletişim ve iletişim kurma becerileri; öğretmen ve öğrenci iletişimi üzerine yapıldığı ortaya çıkmıştır. Buna ek olarak özellikle dijital süreçler, medya ve işbirlikli öğrenme becerilerine yönelik çalışmaların ise azlığı dikkatleri çekmiştir. Araştırmada elde edilen veriler doğrultusunda din eğitimi iletişim becerilerinin kazandırılması amacı ile bu alanda yapılacak çalışmalara kaynak olabileceği düşünölen eserlerin bibliyografyası verilmiş ve bu bağlamda bir deđerlendirme yapılmıştır.

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Introduction

In a society where interaction is continuous, a high-level communication is necessary to bring ideal, stable and feasible solutions with an empathetic approach. In this context, the issue of how to create communication skills and empathy skills in religious education is very important. For a quality religious education, there must be an effective communication process between the teacher and the student. In particular, DKAB teachers and religious educators have to develop a detailed system of thought about effective communication methods by being a sincere citizen who has the responsibility of teaching people the truth due to their profession. However, it would be appropriate to state that this requirement is sometimes ignored. It is possible to say that the main reason for this situation is teacher-centered religious education studies/practices that attach importance to knowledge transfer. (Bilgin, 1998)

On the basis of the constructivist approach, the communication of the students with the teacher is very important. In line with the student-centered approach, the trajectory of communication is directly related to the outcomes of education. Otherwise, (lack of communication) can cause the teacher to be less effective or ineffective than the point at which he or she positions himself. However, when the curriculum is taken into account, it is seen that religious education is given a lot of place in schools with elective courses at almost all grade levels. Unfortunately, the efficiency of the religious education courses in the curriculum of the Religious Culture and Moral Knowledge course is very limited due to the lack of communication as stated above, especially in terms of its effect on the young population. Student and teacher communication weakens, and as a result of this negative situation, the student becomes alienated from the environment he is in. From this point of view, Piaget's "The idea that learning is a process developed/structured by the child" (Schunk, 2012, 238) and Vygotsky's thoughts that verbal expressions should be a part of the natural environment in the child's teaching process reveal the necessity for developing a more effective action on the content of the relationship between the student and the teacher. Because these actions and the contents (theories) for the theoretical frameworks created in line with these actions emphasize the active participation of the student in the learning process and reveal that learning should be considered as a process. (Tosun, 2010)

First of all, in order for effective and permanent learning to take place, more than a normal communication process between the learner and the teacher is necessary. In the studies, it has been seen that the attitudes and behaviors of the teacher and the factors related to the teacher-student relationship are effective on the school success of the students. Religious education is defined as the process of changing the behavior of the individual related to religion effectively and permanently. In this context, DKAB teachers have duties such as explaining religion correctly and being a moral role model for students. (Fat, 2006) Studies on this subject show us that the religious and moral behaviors of DKAB teachers, who have a high level of communication with students, are observed more by students and teachers are taken as role models. (Selcuk, 1991) In addition, it was stated that the coefficient of adoption by the students of DKAB teachers with strong indicators related to verbal communication, gestures-mimics and appearance was high, and that it functioned to cover some of the deficiencies of the teachers, on the contrary, other characteristics of DKAB teachers with low communication skills were not taken into account. (Bilgin, 1998). In addition, 45% of DKAB teachers stated that the most difficult situation in their profession was experienced at the point of communication. 46.4% of the individuals answered the question of what is the most important

negative factor in human relations as "communication problem". Only 17% stated that DKAB teachers were deficient in terms of professional competence/field knowledge, 29% stated that they found them deficient in terms of establishing relationships with people, and 36.5% stated that they were deficient in terms of communication skills. (Cebeci, 2016).

From this point of view, this research; It has been deemed necessary for individuals to have the necessary communication skills and how to improve the skills they have, to express exemplary practices and guidelines for the development of communication skills in the religious education process. In the research, it is aimed to develop communication skills effectively in the curriculum of Religious Culture and Moral Knowledge Course. In the study, in the context of this main purpose, it was tried to seek answers to the following questions.

In the process of religious education:

- Master's and doctoral theses that can be used in the development of communication skills. What are they?
- What are the articles that can be used to improve communication skills?
- What are the books that can be used to improve communication skills?

Method

In the study process, the scanning method, which is one of the research methods, was used. This method is a method used to examine and quickly review specific information in sources (McWhorter, 2009). In particular, the document review form was used to collect the data. While obtaining the data in the research, the document review form, which is one of the important data acquisition tools, was used. In this case, the general information of the DKAB Curriculum was discussed in the context of gaining communication skills and the resources were examined accordingly. The document review form is a scientific research method that can be defined as the collection, examination, querying and analysis of many different documents as the main source of research data (Sak, Şendil, Nas 2021). In the preparation of this form, it is necessary to determine the target topic and create a research directive. In the process of preparing the data, two document review forms were created. These forms are:

Form 1: DKAB was created to examine the data consisting of knowledge, skills and practices for the curriculum.

Form 2: It has been prepared in the context of determining various documentation in order to gain communication skills in the DKAB curriculum and to create an effective communication process. In this direction, while creating the relevant form, the necessary elements for communication skills (knowledge, skills, dimensions and values) were taken into consideration.

In the analysis of the findings revealed during the research process, two different methods were used: descriptive analysis and content analysis. First of all, the information, documents and documents that are the subject of the study were transferred by direct quotation from the relevant sources, and then the subject-context relationship was tried to be established. For this purpose, it was also ensured that summary and evaluated information was conveyed to the interlocutor. It is possible to express this type of analysis as descriptive analysis (Balcı, 2005). The second method is the content analysis method, which allows the systematic organization

and transfer of information about the researcher's field of expertise in cases where direct measurement cannot be made or there is no opportunity to make observations (Büyüköztürk, 2018). In the research, descriptive analysis method was used in the classification of the data in line with the themes of communication skills and communication education, and content analysis was used in the detailed evaluation of the Religious Culture and Moral Knowledge Course Curriculum, which is the subject of the research (DKAB, 2018).

Findings

The research was carried out in line with the determined purpose and the findings were discussed under three headings. These headings are included in the Religious Culture and Moral Knowledge Course Curriculum as "Findings on exemplary learning areas and achievements that can be used in gaining communication skills; Findings regarding the skills aimed to be gained within the program within the scope of effective communication training; It is possible to express the findings regarding the values aimed to be gained within the program within the scope of effective communication training, and the findings for exemplary activity practices related to the acquisition of entrepreneurship skills.

3. 1. Findings on Resources That Can Be Used to Improve Communication Skills in the Religious Education Process

Under this heading, master's and doctoral theses that can be used in the religious education process are scanned and categorized through "YÖKTEZ". Information about the contents of the theses has been evaluated in terms of ease of use by readers. Examples of relevant bibliography are given below:

Resources for master's theses:

1. Acar, V. (2009). *Communication Skills of Teacher Candidates*. Mehmet Akif Ersoy University, Institute of Social Sciences. Burdur.
2. Aktaş, Ş. (2019). *The Effect of Oral Communication Skills Strategy Training Practice on Preparatory Students' Oral Communication Skills*. Pamukkale University, Institute of Educational Sciences. Denizli.
3. Altıntaş, G. (2006). *Investigation of the Relationship Between Interpersonal Communication Skills and Irrational Beliefs of High School Adolescents in Terms of Some Variables*. Gazi University. Ankara.
4. Altunok, E. B. (2019). *Investigation of the Relationship Between Parental Attitudes and Communication Skills of Preschool Children*. Necmettin Erbakan University Institute of Educational Sciences. Konya.
5. Aslanhan E. (2020). *Investigation and Comparison of Effective Communication Skills and Emotional Intelligence of Faculty of Education Students with and Without Music Education*. Bursa Uludag University Institute of Educational Sciences. Bursa.
6. Barut, E. (2015). *New Media Literacy, Communication Skills and Democratic Tendency: A Model of Structural Equality*. Süleyman Demirel University Institute of Educational Sciences. İstanbul.
7. Basit, O. (2017). *Investigation of the Effect of Communication Education Applied with the Child-to-Mother Approach on Mother-Child Communication*. Gazi University Institute of Educational Sciences. Ankara.

8. Başıđıt, G. (2022). *The Effect of Music Studies Supported by Alternative Communication Systems on the Development of Communication Skills of Children Diagnosed with Autism*. Istanbul Okan University. Sosyal Bilimler Enstitüsü.
9. Buncuya, C. (2003). *The Effects of Teachers Communication Skills Training on Students*. Marmara University Institute of Social Sciences.
10. Ceylan, E. A. (2017). *Investigation of the Relationship Between Preschool Teachers' Child Liking Levels and Communication Skills*. Aksaray University Institute of Social Sciences. Aksaray.
11. Ceylan, G. (2007). *The Effect of Teacher-Student Interaction on the Classroom Atmosphere*. Selcuk University, Institute of Social Sciences. Konya.
12. Demir, E. (2016). *The Relationship of School Administrators' Managerial Behaviors with Communication Skills*. Istanbul Sebahattin Zaim University. Institute of Social Sciences.
13. Demirci, E. E. (2002). *The Effect of Communication Skills Training on the Communication Skills Assessment of Young Workers Attending the Central Training Center*. Master's Thesis, Hacettepe University Institute of Social Sciences. Ankara.
14. Demirel, D. (2017). *Investigation of the Relationship Between Psychosomatic Disorders and Self-Control*. Haliç University Institute of Social Sciences. İstanbul.
15. Dölek A. (2015). *Investigation of University Students' Communication Skills in Terms of Different Variables*. Atatürk University Institute of Educational Sciences. Erzurum.
16. Erten, H. (2012). *Monitoring the Relationships Between Social Skills, Peer Relations and School Adaptation Levels of 5-6 Years Old Children Attending Preschool Education*. Pamukkale University. Institute of Social Sciences. Denizli.
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18. Görgülü. F. (2009). *The Effect of Drama-Supported Cubicle Learning Activities on Communication Skills of Preschool 5-6 Years Old Children*. Adnan Menderes University Institute of Social Sciences. Aydın.
19. Gözübüyük. N. (2015). *Investigation of the Relationship of Behavioral Problems with Parental Attitude and Self-Control in Preschool Children*. Adnan Menderes University Institute of Social Sciences. Aydın.
20. İlis. A. (2018). *Investigation of the Relationship Between Social Media Addiction and Communication Skills of Faculty of Education Students in Terms of Different Variables*. Atatürk University Institute of Educational Sciences. Erzurum.
21. Kamaraj. I. (2004). *Adaptation of the Social Skills Rating Scale to Turkish and the Effect of the Educational Drama Program on Five-Year-Old Children's Acquisition of Assertiveness Social Skills*. Marmara University Institute of Educational Sciences. İstanbul.
22. Kivılcım. P. (2014). *Comparison of the Relationship Between Job Satisfaction, Self-Efficacy Belief and Life Satisfaction in Teachers Toros University*, Institute of Social Sciences. Mersin.
23. Kuyucu. Y. (2012). *Investigation of Emotional and Behavioral Reactions of Children with Different Levels of Emotions Understanding Skills (60-72 Months) Towards Their Peers*. Selcuk University. Konya.
24. Levent. A. (2020). *Investigation of the Relationship Between Smartphone Addiction and Communication Skills in University Students*. Istanbul Gelisim University Institute of Graduate Studies. İstanbul.

25. Öksüzoğluları. H. (2013). *Investigation of the Communication of Parents with 4-6 Age Group Children with Their Children in Terms of Various Variables*. Mehmet Akif Ersoy University Institute of Educational Sciences. Burdur.
26. Şenel. E. (2014). *The Predictive Power of Self-Efficacy Perception to Predict Burnout Level in Preschool Teachers (The Case of Denizli Province)*. Pamukkale University Institute of Educational Sciences. Denizli.
27. Toy. S. (2007). *Comparison of Engineering and Law Faculties Students in terms of Communication Skills and Relationships Between Communication Skills and Some Variables*. Ankara University Institute of Social Sciences. Ankara.
28. Turcan. H.G. (2011). *Investigation of the Relationship Between Primary School Teachers' Self-Efficacy Perceptions and Job Satisfaction*. Selcuk University. Institute of Educational Sciences. Konya.
29. Türkeş. M. C. (2004). *Analysis of Self-Control and Family Control Mechanisms as Causes of Deviant Behavior in Adolescents*. Uludag University Institute of Social Sciences. Bursa.
30. Uçar. E. (2019). *Investigation of Communication Skills and Assertiveness Levels of University Students*. Sivas Cumhuriyet University Institute of Health Sciences. Sivas.

Resources for doctoral dissertations:

31. Ahmetoğlu. E. (2004). *Evaluation of Sibling Relationships of Mentally Handicapped Children According to Mother and Sibling Perceptions*. Ankara University Institute of Natural and Applied Sciences. Ankara.
32. Akbağ. M. (2000). *Investigation of Stress Coping Styles in College Students in Terms of Negative Automatic Thoughts, Transactional Analysis, Ego States and Some Variables*. Marmara University. Institute of Educational Sciences. İstanbul.
33. Algur. H. (2009). *Teacher-Student Communication in Primary Education Second Level Religious Culture and Moral Knowledge Courses*. Marmara University. Graduate School of Social Sciences. İstanbul.
34. Arabacı. N. (2011). *Development of Mother-Father-Child Communication Assessment Tool (ABCIDA) and Investigation of Parent-Child Communication in Terms of Some Variables*. Gazi University. Institute of Educational Sciences. Ankara.
35. Bilir. G. (2023). *Collaborative Problem Solving Skills Development and Implementation of the Program*. Ankara University. Institute of Educational Sciences. Ankara.
36. Arslan-Armutçu. O. (2017). *Determination of the Effect of the Teacher Education Program on Teachers' Implementation of the Preverbal Teaching Method and Increasing the Purposeful Communication Behaviors of Students with Down Syndrome*. Gazi University. Institute of Educational Sciences. Ankara.
37. Balcı. S. (1996). *The Effect of Counseling Skills Training on University Students Communication Skill Level*. Ondokuz Mayıs University. Institute of Social Sciences. Samsun.
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39. Cihanoğlu. M. O. (2008). *The Effects of Self- and Peer Assessment on Academic Achievement Attitude and Retention in Collaborative Learning Environments*. Izmir. Dokuz Eylül Üniversitesi.

40. Cořkuner. A. (1994). The Effect of Communication Skills Development Training on Employees Tendency to Engage in Communication Conflicts. Loneliness Levels and Job Satisfaction. Ankara University Institute of Social Sciences.
41. Tan. O. (2015). *Media literacy education: An exemplary research in the context of student, teacher and family*. Akdeniz University. Institute of Social Sciences. Antalya.
42. Kılınç. M. (2022). *Cultural Heritage Management in the Context of Digital Communication*. Istanbul University Institute of Social Sciences. Istanbul.
43. Çam. S. (1997). *The Effect of Communication Skills Training Program Training on Teacher Candidates Ego States and Perceptions of Problem Solving Skills*. Ankara University Institute of Social Sciences. Ankara.
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101. Dökmen Ü. (2023). *Communication conflicts and empathy in art and everyday life*. Remzi Publishing House.
102. Editör Kurtdele Fidan N. (2021). *Communication skills*. Eğiten Book.
103. Editör Peltekoğlu F.B. (2016). *The power of communication*. Beta Releases.
104. Hogan K., Stubbs R. (2018). *8 barriers to effective communication*. Yakamoz Publishing House.
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110. Küçükaslan, N. (2016). *Effective communication techniques*. Ekin Printing Publication.
111. Oskay Ü. (2023). *The ABC's of communication*. İnkılap Bookstore Publications.
112. Özer K. (2015). *Non-communication skill*. Galata Publications.
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114. Schafer J., Karlins M. (2017). *13 rules of effective communication*. Koridor Publishing.
115. Soydaş N. (2018). *Communication in my opinion – communication from smoke to hashtags*. İnkılap Bookstore.
116. Soyugüzel M. (2019). *The power of effective communication*. Eftalya Publishing.
117. Tecer B. (2019). *Varsa yoksa iletişim*. Remzi Kitabevi.
118. Temel Eğinli A. (2013). *Communication skills*. Nobel Academic Publishing.
119. Thomas B. (2022). *More creative coping skills for children*. Sola Kidz.
120. Windahl S. (2010). *Communication models*. İmge Bookstore Publications.

3.2. Findings on the Evaluation of Resources That Can Be Used for the Development of Communication Skills in the Religious Education Process

Under this heading, the resources that can be used within the framework of programs and subjects to improve communication skills in religious education have been evaluated. As a result of this evaluation, the resources were categorized according to their subject content and themes were created. Resources related to these themes created during the process are placed according to the sequence number. The data obtained during the research process are shown in Table 1.

Table 1. Evaluation of resources that can be used to improve communication skills in the religious education process.

Themes	Theses	Articles	Books	Research Number
Communication-Communication Skills	2-4-13-22-23-24-29-30-40-41-47-49-52-54	55-56-57-58-59-61-62-63-64-65-66-67-68-69-70-71-73-74-75-76-	98-99-100-101-102-103-104-105-106-108-109-110-111-112-113-114-115-	72

		78-79-80-81-82-83-84-85-86-89-90-91-92-93-94-96	116-117-118-119-120	
Teacher Communication	1-2-9-10-11-17-18-19-20-22-26-28-33-36-43-46-48-52	55-56-57-58-65-67-68-70-72-75-76-83-84-87-93-94		34
Student Communication	11-15-16-27-30-32-33-36-37-47-48-50-52	58-59-60-61-66-69-72-73-78-79-80-81-85-86-92-94-95-96		31
Child Communication	7-8-25-31-34-38-47-48-49-50-53	57-58-94	101-102	16
Social Communication	3-16-21-22-28-34-38-	60-71-73-74-76	97-104	14
Empathy and communication	46-53	57-60-61-73-81-90	119	9
Communication of School Administrators	12-51-54	76-91		5
Emotional Intelligence	5-23	80-92		4
Communication in the Digital Age	42-45	88		3
Problem Solving Skills and Communication	50	78		2
Media Literacy and Communication Skills	6-20			2
Cooperative Learning Skills and Communication	35-39			2
Debate Skills and Communication		87		1

Based on the findings obtained in Table 1, it is seen that the resources that can be used to improve communication skills in the religious education process are categorized in thirteen themes in total. It is possible to express these themes as "Communication-Communication Skills (72), Teacher Communication (34), Student Communication (31), Child Communication (16), Social Communication (14), Empathy and Communication (9), Communication of School Administrators (5), Emotional Intelligence (4), Communication in the Digital Age (3), Problem Solving Skills and Communication (2), Media Literacy and Communication Skills (2), Cooperative Learning Skills and Communication (2), Debate Skills and Communication (1)". In the literature, it is seen that the most studies are related to communication and communication skills. On the other hand, studies focus on the

communication of teachers, students and children. In particular, it is noteworthy that there are not enough studies on communication skills related to digital processes, media and cooperative learning.

The following examples of learning areas and achievements that can be used to gain these skills in the religious education process can be given (See Table 2).

Table 2. Learning areas and outcomes that can be used to gain communication skills in the process of religious education.

Themes/Learning Area	Gains
4.1. Religious Expressions in Daily Life	<ul style="list-style-type: none">• 4.1.1. Uses religious expressions in daily life correctly and appropriately. On the subject of salute; Assalamu alaikum/salamun alaikum expressions and other greeting sentences commonly used in our language are included.
5.3. Etiquette and Courtesy	<ul style="list-style-type: none">• 5.3.3. Behaves in accordance with communication and speech etiquette. Effective communication etiquette is mentioned.
6.4. Life of the Prophet Muhammad	<ul style="list-style-type: none">• 6.4.2. Examines the causes and consequences of the migration to Medina. Meetings with delegations from Medina are included
7.3. Moral Conduct	<ul style="list-style-type: none">• 7.3.1. Explain good and moral attitudes and behaviors with examples; The values of "justice", "friendship", "honesty", "self-control", "patience", "respect", "love", "responsibility", "patriotism" and "benevolence" are considered together with the attitudes and behaviors they are related to.
8.4. The Example of the Prophet Muhammad	<ul style="list-style-type: none">• 8.4.1. The Prophet Muhammad (pbuh) establishes a relationship between the prophets with his righteousness and trustworthy personality. It makes inferences about daily life based on case studies that reveal the importance that the Prophet Muhammad (pbuh) attached to consultation.

In line with the information in Table 2, sample learning areas and achievements that can be used/benefited in the development of communication skills in the religious education process are given. In this context, examples of related learning areas are "4.1. Religious Expressions in Daily Life, 5.3. Manners and Politeness, 6.4. Life of the Prophet Muhammad, 7.3. Moral Conduct, 8.4. The Example of the Prophet Muhammad". On the other hand, the gains are "4.1.1. Uses religious expressions in daily life correctly and appropriately. 5.3.3. Behaves in accordance with communication and speech etiquette. 6.4.2. Examines the causes and consequences of the migration to Medina. 7.3.1. Explain good and moral attitudes and behaviors with examples. 8.4.1. The Prophet Muhammad (pbuh) establishes a relationship between the prophets with his righteousness and trustworthy personality".

The findings obtained in order to know in which years and in which category (thesis, article, book) the resources that are likely to be used and benefited in the research process are concentrated were evaluated and given in Chart 1.

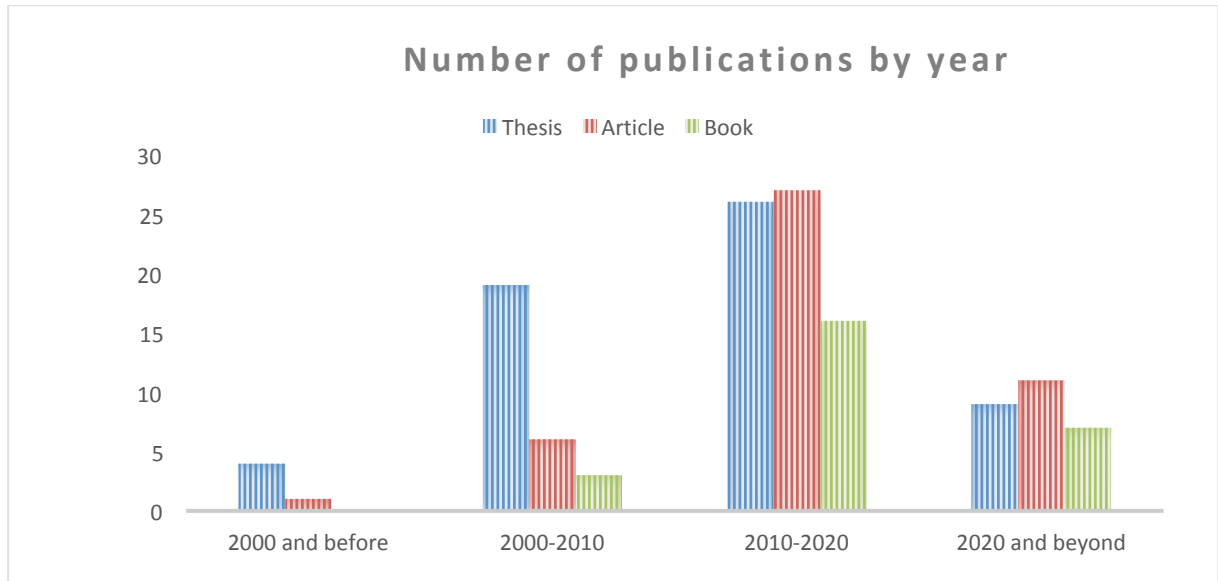


Chart 1. Distribution of publications that can be used in the process of developing communication skills in the process of religious education by years.

Based on the information in Figure 1, the excess of publications made between 2010 and 2020 draws attention. However, after 2020, a serious decrease is observed in the studies carried out on communication skills. The feeling of adequacy of the studies carried out on the subject in the literature or the idea of researchers working in different fields can be shown among the most important reasons for this. The fact that the studies on communication skills in the religious education process are quite inadequate is considered as a remarkable output.

Discussion and Conclusion

In this section, the findings obtained as a result of the research are discussed by comparing them with the literature within the framework of the researches on the subject. Based on the main purpose of the research, the sub-objectives and the results of various findings were discussed and compared with different literature outputs. In the studies and resources examined, it has been revealed that teachers and students should be strong and in continuous development, especially in schools, in order for students to play an active role in the process, to express themselves more accurately, and to be a self-confident individual in their social life. In this context, when the researches are examined, Köylü (2006) stated that 80% of people are in communication in their daily life and that people use various communication methods, including verbal.

It has been understood that in order to manage a healthy education process, it is necessary to talk about a healthy communication first. While the educational processes for students are evaluated in this way, Certel (2008) stated that the main basis of teachers who want to be successful in their profession and are successful is communication. When the studies conducted in Turkey were examined, it was seen that various studies were carried out on communication skills in religious education. As an example of these studies: Kaya (1998) discussed "Communication Processes" based on communication skills in religious education, Türkmen (1996) examined communication skills in the context of "Islamic Law", and Tuzer (2009) discussed "Communication Philosophy" by compiling Martin Buber's articles on

communication skills. When the examples from foreign sources are examined, it is seen that the research studies related to the subject of communication in religious education and the closest to this field; It was made by Blenkinsop (2005) and Boscki (2005). Considering the remarkable scarcity of these studies, the results of the relevant research we have conducted are as follows:

This bibliography study, which was created as a result of the compilation of studies on communication skills (before 2000-2023) with a holistic approach, includes many studies on communication skills in Turkey that can be used to improve communication skills in the religious education process, from books to research reports, from articles to papers. When these studies are evaluated over the years, it can be argued that there is an increasing trend in communication skills every year. In this trend, it is seen that the publications in 2010 and 2020 are much higher. Within the scope of this study, a total of 120 studies, including 54 theses (master's-doctorate), 43 articles and 23 books, were discussed on the development of communication skills.

The resources that can be used to improve communication skills in the religious education process are categorized in thirteen themes in total: These themes are categorized according to frequency intensity as "Communication-Communication Skills (72), Teacher Communication (34), Student Communication (31), Child Communication (16), Social Communication (14), Empathy and Communication (9), Communication of School Administrators (5), Emotional Intelligence (4), Communication in the Digital Age (3), Problem Solving Skills and Communication (2), Media Literacy and Communication Skills (2), Cooperative Learning Skills and Communication (2), Debate Skills and Communication (1)". In the literature, it is seen that the most studies are related to communication and communication skills. On the other hand, studies focus on the communication of teachers, students and children. Particularly it is noteworthy that there are not enough studies on communication skills related to digital processes, media and cooperative learning.

Exemplary learning areas and achievements that can be used and benefited from the process of developing communication skills in religious education are expressed in the study. In this context, examples of related learning areas are "4.1. Religious Expressions in Daily Life, 5.3. Manners and Politeness, 6.4. Life of the Prophet Muhammad, 7.3. Moral Conduct, 8.4. The Example of the Prophet Muhammad". On the other hand, the gains are "4.1.1. Uses religious expressions in daily life correctly and appropriately. 5.3.3. Behaves in accordance with communication and speech etiquette. 6.4.2. Examines the causes and consequences of the migration to Medina. 7.3.1. Explain good and moral attitudes and behaviors with examples. 8.4.1. The Prophet Muhammad (pbuh) establishes a relationship between the prophets with his righteousness and trustworthy personality.

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