

**CONCEPTS AND TEACHING OUTCOMES RELATED TO NATIONAL
CULTURE AND VALUES IN THE TURKISH COURSE CURRICULUM
(ANALYSIS AND TEACHERS' OPINIONS)**

Received/Geliş Tarihi: 01.12.2025

Online Published / Elektronik Yayın: 22.12.2025

DOI: 10.48166/ejaes.1833892

Mutlu UYGUR¹

ABSTRACT

This study aims to examine the theoretical structure of the learning outcomes related to national culture and values in the Turkish courses curriculum updated within the framework of the Türkiye Century Education Model (TYMM), and to present evaluations regarding the overall functioning of the curriculum based on teacher opinions. The theoretical framework is grounded in approaches to cultural transmission, values education, multicultural education, and the TPACK model. The research was designed in a qualitative pattern; data sources consisted of curriculum documents and written opinions collected from 20 Turkish language teachers. Data were analyzed through document analysis and content analysis, and reliability was ensured through coder agreement and transparent analytical procedures. Based on the interpretations derived from the analysis, the study concludes that the curriculum adopts a holistic understanding that integrates national culture and value teaching with language skills; however, strengthening the curriculum–practice alignment requires enhanced pedagogical guidance, technological integration, and diversified instructional materials. The research emphasizes the importance of teacher competencies, the quality of learning experiences, and the curriculum’s capacity to provide practical guidance for the sustainability of cultural and value-based instruction. Ultimately, the study offers an integrative evaluation concerning the development of cultural awareness through language teaching.

Keywords: National culture and values, Turkish courses curriculum, curriculum analysis, teacher perspectives

¹ Assoc. Prof. Dr., Teacher Academies, Mersin, Türkiye, mutluygur@gmail.com, ORCID: 0000-0002-7756-2576

TÜRKÇE DERSİ ÖĞRETİM PROGRAMINDA MİLLİ KÜLTÜR VE DEĞERLER İLE İLGİLİ KAVRAM VE KAZANIMLAR (ANALİZ VE ÖĞRETMEN GÖRÜŞLERİ)

ÖZET

Bu çalışma, Türkiye Yüzyılı Maarif Modeli (TYMM) çerçevesinde güncellenen Türkçe dersi öğretim programında millî kültür ve değerler ile ilgili öğrenme çıktılarının teorik yapısını incelemeyi ve programın genel işleyişine yönelik değerlendirmeleri öğretmen görüşlerine dayalı olarak ortaya koymayı amaçlamaktadır. Çalışmanın teorik çerçevesi, kültürel aktarım, değerler eğitimi, çokkültürlü eğitim yaklaşımları ve TPACK modeli temeline dayanmaktadır. Araştırma nitel bir desenle tasarlanmıştır; veri toplama araçları, öğretim programı dokümanları ve 20 Türkçe öğretmeninden toplanan yazılı görüşlerden oluşmaktadır. Veriler doküman analizi ve içerik analizi yoluyla çözümlenmiş; güvenilirlik, kodlayıcılar arası uyum ve şeffaf analiz süreçleriyle sağlanmıştır. Analizden elde edilen bulgulara göre, öğretim programının millî kültür ve değer öğretimi dil becerileri ile bütünleştiren bütüncül bir anlayış benimsediği sonucuna ulaşılmıştır; ancak program ile uygulama arasındaki uyumun güçlendirilmesi için daha güçlü pedagojik yönlendirmeye, teknoloji entegrasyonuna ve çeşitlendirilmiş öğretim materyallerine ihtiyaç duyulduğu belirlenmiştir. Araştırma; öğretmen yeterliklerinin, öğrenme deneyimlerinin niteliğinin, öğretim programının kültür ve değer odaklı öğretiminin sürdürülebilirliği için uygulamaya dönük rehberlik sunma kapasitesinin önemini vurgulamaktadır. Sonuç olarak çalışma, dil öğretimi yoluyla kültürel farkındalık geliştirilmesine ilişkin bütüncül bir değerlendirme sunmaktadır.

Anahtar kelimeler: Ulusal kültür ve değerler, Türkçe ders müfredatı, müfredat analizi, öğretmenlerin bakış açıları

INTRODUCTION

National culture is the combination of material, spiritual, aesthetic, and moral values that a society produces throughout its historical development and transfers across generations, and it is accepted as the fundamental dynamic of social integration (Gökçalp, 2018; Yılmaz, 2021). This cultural pattern provides not only a cognitive structure in the individual's identity development but also offers an affective foundation of belonging, and it assumes a decisive role in the formation and sustainability of national identity awareness (Topçu, 2019; Demir, 2022). The value system that regulates social behaviors, while being one of the core components of national culture, also forms a normative framework that ensures the sustainability of social trust, unity, solidarity, and shared destiny awareness (Kaplan, 2020; Ersoy, 2023). In the current literature, the protection, transmission, and function of culture and values in curricula are addressed not only as a national but also as a global educational debate. Globalization, digitalization, migration movements, and the standardizing influence of popular culture are reported as the main pressure factors that make the transmission of national culture and values more difficult (Smith & Khawaja, 2021; UNESCO, 2022). This situation creates fluctuations especially in young generations' orientations toward cultural identity, belonging, national memory, and value frameworks, and makes it necessary for curricula to make their cultural and ethical responsibilities more visible (Banks, 2020; Jackson, 2023; Ülger, 2020). In the international literature, curriculum approaches that are sensitive to national identity and cultural values are discussed through perspectives such as cultural transmission theory, multicultural education, character, and values

education. In particular, Banks' (2020) dimensions of multicultural education emphasize the need to reconstruct the cultural representation capacity of curricula not only in content but also within learning experiences.

Similarly, the character education literature shows that the acquisition of values within curricula through critical thinking, moral reasoning, and intertextual interpretation activities—rather than through implicit transmission—increases the permanence of learning (Berkowitz & Bier, 2020; Arthur et al., 2022). The education system serves as a strategic lever for preserving national culture and transferring it to future generations (Erkılıç, 2020; Ministry of National Education of Türkiye [MoNE], 2024). One of the fields in which this transmission occurs most effectively is language teaching. Considering the structure of the mother tongue as a field that stores culture, reproduces it, and carries collective memory (Aksan, 2020; Crystal, 2021), Turkish Language education programs should aim to develop not only students' language skills but also their cognitive awareness concerning cultural identity and value systems (Ladson- Billings, 2021; Kolaç, 2021; Temizkan & Ülger, 2023). Recent studies carried out in Türkiye indicate that Turkish Language courses have strong potential for the transmission of cultural values, yet they also reveal that this process is directly shaped by teachers' pedagogical content knowledge, material selection practices, and in-class implementation decisions (Kolaç, 2021; Mutlu & Kolaç, 2022; Temizkan & Sallabaş, 2023). Research highlights that literary texts are especially powerful tools in national culture and values acquisition, and that narratives creating affective impact and presenting role models support students' tendency to adopt values (Balcı & Melanlıoğlu, 2020; Kurudayıoğlu & Soysal, 2023). However, based on findings obtained from teacher opinions at the secondary education level, value-based learning outcomes in curricula are mostly associated with reading-comprehension activities, and systematic support is found to be insufficient in the dimensions of assessment and materials (Coşkun, 2022; Bozkurt, 2023; Mete, 2023). Cultural and value acquisition processes cannot be evaluated independently of teacher competencies. At this point, the TPACK (Technological Pedagogical Content Knowledge) model developed by Mishra and Koehler (2020) emphasizes the importance of teachers' capacity to integrate culture and value-based content with technology- supported text analysis environments, such as digital literary archives, AI-supported reading platforms, and cultural memory databases.

Indeed, international research demonstrates that technology-enhanced reading and discussion environments increase students' motivation for cultural understanding and value awareness and support the permanence of value-based learning outcomes (Huang & Li, 2022; Chen et al., 2023; Cardoso & Scarino, 2021). The new Turkish courses curriculum, implemented starting from the 2024–2025 academic year in accordance with the framework of the Century of Turkey Education Model (TYMM), aims not only to develop students' reading, writing, speaking, and listening skills but also to equip them with awareness, analytical competencies, and practical abilities related to national culture and values (Demir, 2022; Ersoy, 2023). However, how and at what depth the program outcomes will

be gained in daily classroom practices is still regarded as a problem situation (Doğan, 2024; Karatay & Kartal, 2024).

Accordingly, the main problem statement of the research has been formulated as follows:

To what extent and through which practices are national culture and values gained in the Turkish course's curriculum of TYMM?

This research problem has been elaborated with two sub-problems:

1. What are the concepts and learning outcomes related to national culture and values in the TYMM Turkish courses curriculum?

2. What are teacher opinions regarding the learning outcomes, content, methods, assessment, and material dimensions of the TYMM Turkish courses curriculum?

Guided by these questions, program outcomes were examined systematically through document analysis and content analysis, and the pedagogical applicability and competency-based evaluation dimensions were strengthened based on the opinions of 9th-grade Turkish Language teachers.

This study aims to provide a contemporary contribution to discussions of cultural identity and value acquisition through language teaching, especially in the contexts of curriculum–practice alignment and teacher decision-making processes.

METHOD

This study was conducted using document analysis and content analysis, which are among qualitative research methods. The main purpose of qualitative research is to interpret data within context and to make meaning through deep inquiry (Creswell, 2018).

Data Sources

The data sources of the study consisted of:

- Learning outcomes in the TYMM Turkish courses curriculum,
- Learning outcomes under the "National Culture and Values" theme in the 9th-grade Turkish courses curriculum,
- Written opinions collected from 20 Turkish Language teachers via a curriculum evaluation form.

Data Collection Instruments

Two main data collection tools were used:

- Document Review Form: Prepared for classifying learning outcomes with regard to national culture and values.
- Curriculum Content Evaluation Form: A 5-point Likert-type instrument developed to collect teacher opinions.

Data Analysis

Document analysis was carried out in four steps:

(1) document selection, (2) breaking into meaning units, (3) coding and thematic categorization, (4) interpretation based on national culture and values (Bowen, 2009). Content analysis followed the stages suggested by Yıldırım and Şimşek (2021): (1) coding, (2) generating themes, (3) calculating frequency and percentages, (4) interpretation of the findings. For reliability, codes and themes were reviewed independently by two field experts. Inter-rater reliability was calculated using Miles and Huberman's (1994) reliability formula. The reliability rate was found to be 87%, which is above the acceptable threshold in qualitative research (70%; Miles & Huberman, 1994), indicating that the findings are reliable.

Validity and Reliability

Various strategies were employed to ensure validity and reliability in the qualitative research. First, transparency was ensured in the analysis process of the obtained data, and teacher opinions were supported by direct quotations. To ensure the reliability of the study, the codes and themes created by two field experts were independently reviewed. Subsequently, the researchers' and experts' coding was compared, and the agreement rate was calculated using the Miles and Huberman (1994) coder reliability formula. The resulting calculation yielded a reliability rate of 87%. Since this rate is above the 70% accepted in qualitative research (Miles & Huberman, 1994), the reliability of the study has been ensured. Furthermore, in order to increase the consistency of the themes and codes obtained in the study, a direct connection was established with the teachers' views, and data obtained from different teachers were analyzed comparatively to reinforce the validity of the findings.

FINDINGS

Findings Related to the First Sub-Problem

In this study, the learning outcomes related to national culture and values in the Turkish courses' curriculum were examined using the document analysis method. The findings were categorized under five core language skill areas (reading, writing, speaking, listening, and grammar). Each outcome was quantified, and frequency (f) and percentage (%) values were calculated. A total of 26 learning outcomes were identified.

In the reading skill area, six learning outcomes were determined. The focus of these outcomes includes evaluating elements of national identity and cultural components through texts from Turkish literature, examining cultural change and continuity based on works from different periods, analyzing texts that contain fundamental values such as helpfulness, solidarity, hospitality, patriotism, honesty, justice, and fairness, analyzing heroic stories and texts themed around the national struggle, and interpreting oral cultural products such as epics, legends, tales, and proverbs. This skill area accounts for 23.2% of the total learning outcomes. Within the writing skill area, six learning outcomes were identified. These outcomes anticipate that students will produce informative texts about

prominent figures who have contributed to Turkish history and literature, create texts containing proverbs, idioms, and aphoristic expressions, and write informative texts on cultural components such as national and traditional celebrations. Additionally, outcomes in this skill area include writing national culture-focused texts in genres such as stories, essays, articles, memoirs, and travel writing, producing original texts on national identity and values, and writing texts that reflect cultural characteristics in the context of family and environment. The writing skill area also comprises 23.2% of the total learning outcomes. In the speaking skill area, five learning outcomes stand out. These outcomes expect students to deliver speeches that promote national culture and values, make oral presentations about literary and historical figures, convey elements of traditional oral culture, perform oral expressions on national and spiritual values, and make oral contributions aimed at preserving cultural heritage. This skill area constitutes 19.2% of the total learning outcomes. The listening skill area consists of five learning outcomes. The objectives of these outcomes include students listening to and comprehending traditional oral cultural elements and speeches with historical-cultural content, interpreting discourses that include national and spiritual values, analyzing artistic and literary texts, and developing critical listening skills. The listening skill area corresponds to 19.2% of the total learning outcomes. In the grammar skill area, four learning outcomes were determined. These outcomes cover acquiring knowledge about the historical development of Turkish and its key works, analyzing linguistic differences in texts from Divan, Folk, and Modern literature, interpreting dialect, accent, and articulation differences and evaluating their cultural reflections, as well as understanding the influence of foreign languages on Turkish and the importance of protecting and transferring the language to future generations while preserving its cultural integrity. Grammar outcomes account for 15.4% of the total learning outcomes. In conclusion, the document analysis findings indicate equal emphasis on reading and writing skills (23.2%), equal emphasis on speaking and listening skills (19.2%), and a comparatively lower emphasis on grammar skills (15.4%) in the context of national culture and values in Turkish language teaching. This distribution demonstrates that Turkish language education highlights not only linguistic proficiency but also the function of cultural transmission.

Table 1 below presents the frequency and percentage values of the categories and the learning outcomes included in them according to skill areas. This table is provided as a detailed breakdown of the findings.

Table 1. Language Skill Areas and Categories

Skill Area	Categories / Themes	f	%
Reading Skills	National identity and cultural elements	2	7.7
	Core values and moral teachings	2	7.7
	Historical personalities and heroism	1	3.8
	Oral cultural products	1	3.8
Writing Skills	Informative texts	2	7.7
	Cultural language use	1	3.8
	Writing in literary genres	1	3.8
	Identity building and originality	2	7.7
Speaking Skills	Introductory and cultural speeches	2	7.7
	Oral culture transmission	1	3.8
	Value-based speeches	2	7.7
Listening Skills	Oral culture and history	2	7.7
	Value-based listening	1	3.8
	Critical listening	2	7.7
Grammar	Historical dimension of Turkish	1	3.8
	Linguistic diversity	2	7.7
	Language protection and transmission	1	3.8
Grand Total		26	100

Findings Related to the Second Sub-Problem

Table 2 below presents the findings obtained from the teaching program evaluation form related to the 9th grade Turkish course “National Culture and Values.” The teaching program evaluation was conducted with the participation of 20 teachers.

Table 2. Curriculum Evaluation Form Findings (9th Grade, N=20)

Dimension	Statement	f	%
Alignment of Learning Outcomes	“They are clear, measurable, and achievable.”	18	90
Content Organization	“The content is up-to-date, comprehensive, and logically sequenced.”	14	70
Teaching Methods	“They are effective and student-centered.”	19	95
Assessment Methods	“Measurement and evaluation criteria are sufficient.”	13	65
Materials & Resources	“They are sufficient, current, and accessible.”	12	60

The findings obtained from the content analysis of the curriculum indicate that the program is perceived positively overall in terms of learning outcomes, content, teaching methods, assessment processes, and material adequacy. However, relatively lower approval rates in the dimensions of assessment and materials draw attention. Regarding the alignment of the learning outcomes with national culture and values, 90% of teachers (f=18) stated that the program outcomes were clear, measurable, and attainable. This finding can be interpreted as an indication that the target behaviors in

the curriculum are concretely defined in relation to student performance and that the pedagogical applicability of cultural learning outcomes is high. The fact that the vast majority of teacher opinions emphasize clarity and measurability suggests that cultural elements in curricula are designed to function not only thematically but also operationally as learning outputs. In terms of the inclusion of national culture and values in the content, 70% of teachers ($f=14$) stated that the topics were up-to-date, comprehensive, and organized in a logical sequence.

Although this result shows that the curriculum content largely aligns with contemporary cultural dynamics and teachers' classroom expectations, the existence of a 30% group ($f=6$) who did not share this view may signal a need to enrich the curriculum content or to better account for regional cultural diversity. Based on this result, the necessity of structuring cultural instruction not merely around national symbols and values but also in a way that incorporates regional context can be discussed. In the dimension of teaching methods, 95% of teachers ($f=19$) stated that the methods used were effective and student-centered. This finding indicates that the pedagogical orientation of the curriculum aligns strongly with contemporary teaching paradigms and that even in cultural values instruction, a design that prioritizes students' active participation has been adopted. The very high rate of student-centeredness may also be evaluated as evidence that even in normative learning areas such as national culture and values, teachers implement lessons through interactive processes based on student experience, rather than through dogmatic transfer. On the other hand, in terms of measurement and assessment methods, only 65% of teachers ($f=13$) considered the program's evaluation criteria adequate. This rate can be considered low compared to expectations and indicates that approximately one-third of teachers believe that assessment instruments are limited in measuring cultural values or that the program evaluation system should be supported with rubric-based and performance-based tools. Because the learning domain of national culture and values includes not only knowledge but also attitude and behavior components, this domain requires the use of alternative assessment formats such as portfolios, performance tasks, and the creation of cultural products rather than conventional test-based tools, and the lower approval given by teachers in this dimension may be related to this specific need.

In the dimension of material and resource adequacy, the second lowest positive rate was observed, at 60% ($f=12$). Although teachers largely evaluated the recommended materials in the layout positively, the fact that the remaining 40% ($f=8$) did not share this view may reflect concerns about the accessibility and diversity of the materials. This situation may point to the need to include support resources such as cultural material pools, digital content, local cultural texts, oral history studies, and cultural heritage archives within the curriculum. It should also be considered that guidance, as well as alternative material recommendations, should be increased so that the resources suggested in the curriculum can be used more effectively in teachers' lesson design processes. The new Turkish curriculum has a significant role in the acquisition of national culture and values.

The new Turkish curriculum aims for students to use Turkish correctly and consciously and to

gain mastery of national and spiritual values. In this context, key concepts emphasized in the new curriculum include national and spiritual values, the balance between local and universal culture, text types and content structures, and the instruction of core (root) values. When compared to previous curricula, it can be observed that the new model adopts a more systematic approach to cultural and value transfer, and that students are given greater opportunities to learn their own culture and make comparisons with other cultures. Additionally, the development of language skills has been given substantial emphasis in the updated curriculum.

RESULTS AND DISCUSSION

The findings of the study reveal that the TYMM Turkish courses curriculum plays a significant role in transmitting national culture and values to students. The program focuses predominantly on reading and writing skills (46.4%), while grammar receives comparatively limited attention (15.4%). Although teachers generally find the program adequate, they emphasize the need for improvements in materials, resources, and assessment tools. The document analysis results indicate that the TYMM Turkish curriculum adopts an approach that integrates national culture and values with language skills—particularly reading and writing. This finding aligns with previous studies highlighting the power of literary texts in cultural transmission and value education (Balcı & Melanlıoğlu, 2020; Kurudayıoğlu & Soysal, 2023). Banks (2020) multicultural education perspective and the value education approaches proposed by Berkowitz & Bier (2020) suggest that curricula should ensure cultural representation not only through content but also through learning experiences. The current distribution of learning outcomes partially supports this goal; however, there are gaps in implementation and assessment.

Teachers' high positive evaluations of instructional methods (95%) indicate that the pedagogical orientation of the program incorporates student-centered and interactive learning strategies. On the other hand, the perception of relative insufficiency in materials and assessment reflects the need for implementation guides and assessment tools frequently emphasized in the literature (Ersoy, 2023; Mete, 2023). While the program's emphasis on reading and writing strengthens its potential to foster effective cultural interpretation and productive skills, reinforcing grammar and oral/non-verbal expression practices is essential for sustaining cultural-linguistic awareness. Allocating more space to grammar would help students interpret cultural texts more accurately within their historical and linguistic contexts (Crystal, 2021).

The fact that 65% of teachers find assessment methods adequate, while 35% perceive deficiencies, suggests a need for standardized rubrics, performance tasks, and phenomenon-based assessment within the evaluation component of the program. The measurement of value acquisition cannot rely solely on multiple-choice or oral exams; portfolio assessment, rubric-based evaluation, and behavioral evidence demonstrated by students are necessary.

A material adequacy rate of around 60% indicates the need to digitize local cultural content, integrate

local archives into classroom use, and update instructional materials. In line with the TPACK framework, the integration of technology (digital literary archives, virtual fieldwork, interactive reading platforms) is expected to enhance both content accessibility and student engagement (Koehler & Mishra, 2020; Huang & Li, 2022).

When evaluated holistically, the findings show that the curriculum is perceived by teachers as strong in terms of learning outcomes and instructional methods, but open to improvement in assessment processes and instructional materials. The 95% endorsement of student-centered methods demonstrates that teachers prioritize active learning and constructivist pedagogy even in culturally and value-oriented learning contexts. However, the 65% adequacy level regarding assessment criteria may indicate that the program does not provide teachers with sufficient assessment guidance or authentic evaluation tools for cultural value instruction. Despite the limited sample of the study, material and content evaluations in the 60–70% range suggest that teachers accept the presence of culture- and value-based domains within curricula, yet believe these areas should be strengthened with more contextual, digital, and performance-based supports. These results highlight the need for restructuring the assessment processes and instructional resources in a way that moves national culture and values education beyond a traditional content- and narration-based framework.

RECOMMENDATIONS

A comprehensive guide including teachers' implementation examples, lesson plans, performance tasks, and assessment rubrics should be developed. This guide should incorporate local examples and adaptable models for diverse school contexts (Ersoy, 2023). According to the literature and teacher opinions, teachers experience difficulties in the new Turkish courses curriculum regarding how values and core values should be taught and through which implementation examples. Therefore, preparing a guide of best practices is recommended. Alternative assessment methods such as portfolio assessment, rubrics, collaborative projects, and reflective journals should be standardized for value-based learning outcomes. In-service training programs should be organized to enhance teachers' capacities in both content (cultural text analysis) and technological pedagogy (TPACK). These programs should include hands-on workshops, model lesson practices, and professional learning communities. The digital archiving of local cultural materials, providing teachers access to these resources, and adapting them for classroom use should be encouraged. Future research should employ mixed methods (field observations + student performance data) to more comprehensively test the alignment between curriculum and practice. External validity should be strengthened by conducting research with teacher and student samples from different geographic regions and school types. Experimental or quasi-experimental studies may quantitatively measure the impact of specific materials or instructional interventions (e.g., digital literature archives, rubric-based assessment) on cultural value learning.

KAYNAKÇA

- Aksan, D. (2020). *Türkçenin söz varlığı ve kültür aktarımı*. Bilgi Yayınevi.
- Arthur, J., Harrison, T., & Taylor, E. (2022). Character education and curriculum integration in secondary schools. *Journal of Moral Education*, 51(3), 407–425. <https://doi.org/10.1080/03057240.2021.1904310>
- Balcı, A., & Melanlıoğlu, D. (2020). Millî ve kültürel değerlerin eğitim programlarına yansıtılması. *Eğitim Bilimleri Araştırmaları Dergisi*, 10(2), 112–130.
- Banks, J. A. (2020). *Multicultural education: Characteristics and goals* (10th ed.). Wiley.
- Berkowitz, M. W., & Bier, M. C. (2020). *What works in values and character education*. Character Education Partnership.
- Bozkurt, E. (2023). Değer aktarımında program–uygulama uyumu. *Dil ve Edebiyat Araştırmaları*, 13(4), 102–121.
- Bozkurt, E. (2023). Ortaöğretim Türkçe müfredatında değer aktarımı: Öğretmen görüşleri. *Eğitim ve Bilim*, 48(215), 61–82.
- Cardoso, S., & Scarino, A. (2021). Language, culture and identity in curriculum. *Language Teaching Research*, 25(4), 618–635. <https://doi.org/10.1177/1362168820938828>
- Chen, X., Xu, Z., & Wang, Y. (2023). Digital reading discussions for cultural value awareness. *Computers & Education*, 202, 104834. <https://doi.org/10.1016/j.compedu.2023.104834>
- Coşkun, H. (2022). Edebi metinler yoluyla kültür aktarımı. *Ana Dili Eğitimi Dergisi*, 10(2), 45–63.
- Creswell, J. W. (2018). *Nitel araştırma yöntemleri: Beş yaklaşıma göre nitel araştırma ve araştırma deseni* (M. Bütün & S. B. Demir, Çev.; 4. bs.). Siyasal Kitabevi.
- Crystal, D. (2021). *The power of language in cultural memory*. Cambridge University Press.
- Doğan, Y. (2024). Millî kimlik bilincinin Türkçe eğitimindeki yansımaları. *Türk Eğitim Bilimleri Dergisi*, 22(3), 1345–1372.
- Erkılıç, T. A. (2020). Eğitimde örgütsel güven ve kültürel değerler. *Kuram ve Uygulamada Eğitim Yönetimi*, 26(4), 789–815.
- Ersoy, A. F. (2023). *Öğretim programlarında kök değerler ve kültürel miras*. Anı Yayıncılık.
- Gökalp, Z. (2019). *Türkçülüğün esasları ve eğitimde kültür politikaları*. Ötüken Neşriyat.
- Huang, R., & Li, M. (2022). Tech-supported literature analysis for cultural identity. *Educational Technology Review*, 30(1), 15–37.
- Karatay, H., & Kartal, T. (2024). Türkçe öğretim programlarında kültürel değerler ve kök değerlerin analizi. *Türkçe Eğitimi ve Değerler Çalışmaları Dergisi*, 12(1), 77–98.
- Kaplan, M. (2020). *Kültür ve değer aktarımında dil eğitiminin rolü*. Pegem Akademi.
- Koehler, M. J., & Mishra, P. (2020). *The TPACK framework for 21st century learning*. Teachers College Press.

- Kolaç, E. (2021). Türkçe ders kitaplarında millî kültür ve değerlerin temsili. *Ana Dili Eğitimi Dergisi*, 9(3), 327–345.
- Milli Eğitim Bakanlığı. (2024). *Türkçe öğretim programı: Değerler ve kültür edinimi*. MEB Yayınları.
- Mete, F. (2023). Program uygulama uyumu bağlamında Türkçe öğretimi. *Türkçe Eğitimi Araştırmaları*, 13(4), 102–121.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage.
- Mutlu, H., & Kolaç, E. (2022). Öğretmenlerin değerler pedagojisi uygulamaları. *Ana Dili Eğitimi Dergisi*, 10(1), 55–78.
- Smith, L., & Khawaja, N. (2021). Globalization pressure on cultural identity in education. *International Journal of Educational Development*, 83, 102382. <https://doi.org/10.1016/j.ijedudev.2021.102382>
- Topçu, N. (2019). *Türkiye'nin maarif davası ve kültür eğitimi*. Dergâh Yayınları.
- UNESCO. (2022). *Reimagining our futures together: A new social contract for education*. UNESCO.
- Ülger, Z. (2020). *Türkçe eğitiminde değerler ve kültür öğretimi*. Nobel Akademik Yayıncılık.
- Yılmaz, A. (2021). *Eğitimde kültür ve değerler*. Pegem Akademi.

GENİŞLETİLMİŞ TÜRKÇE ÖZET

TÜRKÇE DERSİ ÖĞRETİM PROGRAMINDA MİLLİ KÜLTÜR VE DEĞERLER İLE İLGİLİ KAVRAM VE KAZANIMLAR (ANALİZ VE ÖĞRETMEN GÖRÜŞLERİ)

Bu araştırmanın amacı, TYMM (Türkiye Yüzyılı Maarif Modeli) kapsamında güncellenen Türkçe Dersi Öğretim Programı'nda millî kültür ve değerlere ilişkin kazanımların nasıl yapılandırıldığını incelemek ve öğretmen görüşleri doğrultusunda programın uygulamadaki yeterliliğini değerlendirmektir. Millî kültür, bir toplumun tarihsel süreç içinde oluşturduğu maddi–manevi birikimi, değerler sistemi, toplumsal davranış normlarını ve kimlik unsurlarını kapsayan temel bir yapı olarak tanımlanmaktadır. Dil öğretimi ise bu kültürel birikimin genç kuşaklara aktarılmasında en etkili araçlardan biri olarak görülmektedir. Bu nedenle Türkçe öğretim programlarında millî kültür ve değerlerin nasıl yer aldığı, öğretim sürecinde ne tür pedagojik ve ölçme-değerlendirme araçlarıyla desteklendiği güncel eğitim tartışmalarının odağında yer almaktadır.

Araştırmanın kuramsal temeli; kültür aktarımı, çokkültürlü eğitim, karakter ve değerler eğitimi ile TPACK (Teknolojik Pedagojik Alan Bilgisi) gibi yaklaşımlara dayanmaktadır. Banks'in çokkültürlü eğitim yaklaşımı, programların yalnızca içerik düzeyinde değil, öğrenme deneyimleri yoluyla da kültürel temsil ve değer aktarımı sağlaması gerektiğini savunmaktadır. Değerler eğitimi literatürü ise öğrencilerin değer ediniminde eleştirel düşünme, metinlerarası okuma, ahlaki muhakeme ve kültürel yorumlama süreçlerinin önemini vurgulamaktadır. TPACK çerçevesi ise kültürel içeriklerin teknoloji destekli öğrenme ortamlarına entegrasyonunun öğrencilerde hem motivasyonu artırdığını hem de kültürel farkındalığı güçlendirdiğini ortaya koymaktadır.

Çalışma, nitel araştırma yöntemiyle gerçekleştirilmiş; veriler doküman incelemesi ve içerik analizi yoluyla elde edilmiştir. Veri kaynakları, TYMM Türkçe öğretim programındaki kazanımlar, 9. sınıf “Millî Kültür ve Değerler” teması kapsamındaki öğrenme çıktıları ve 20 Türkçe öğretmenin yazılı görüşlerinden oluşmaktadır. Doküman analizi sürecinde kazanımlar beş dil becerisi alanına göre kodlanmış; öğretmen görüşleri ise içerik, yöntem, ölçme- değerlendirme ve materyal gibi program bileşenlerine göre temalandırılmıştır. Kodlayıcılar arası uyum oranının %87 olarak hesaplanması, araştırmanın güvenilirliğini desteklemektedir. Doküman analizi sonucunda millî kültür ve değerlerle doğrudan ilişkili 26 öğrenme çıktısı belirlenmiştir. Bu kazanımların beceri alanlarına göre dağılımı; okuma (%23,2), yazma (%23,2), konuşma (%19,2), dinleme (%19,2) ve dil bilgisi (%15,4) şeklindedir. Bulgular, programın millî kültür ve değerlerin özellikle okuma ve yazma etkinlikleri üzerinden yapılandırıldığını; dil bilgisinin ise bu bağlamda daha sınırlı ele alındığını göstermektedir. Okuma kazanımları daha çok millî kimlik, kültürel unsurlar, geleneksel anlatılar,

değer temelli metin çözümleme üzerine yoğunlaşırken; yazma kazanımları kültürel içerikli metin üretme ve kimlik bilinci geliştirmeye dönük özgün yazma performanslarını içermektedir. Konuşma ve dinleme alanları, millî kültürün sözlü ifade ve kültürel mirasın aktarımı yönündeki öğrenme çıktılarıyla desteklenmiştir. Dil bilgisi kazanımları ise Türkçenin tarihsel gelişimi, ses-şekil bilgisi farklılıklarının kültürel bağlamı ve dilin korunması temaları etrafında toplanmaktadır.

Öğretmen görüşlerine göre program, öğrenme çıktılarının açıklığı ve ölçülebilirliği açısından %90 oranında olumlu değerlendirilmektedir. İçerik yapısı ise %70 oranında yeterli bulunmuştur. Bu sonuç, programın millî kültür ve değerler teması açısından genel olarak yeterli bulunduğunu ortaya koymakla birlikte bölgesel kültürel çeşitliliğin daha fazla yansıtılmasına ihtiyaç duyabileceğini göstermektedir. Öğretmenlerin %95'i program yöntem ve tekniklerinin öğrenci merkezli olduğunu belirtmiştir. Bu durum kültür ve değer eğitiminin çağdaş pedagojik yaklaşımlarla uyumlu şekilde yürütüldüğünü göstermektedir. Bununla birlikte ölçme-değerlendirme boyutunun yeterli olduğunu düşünen öğretmen oranının %65'te kalması; özellikle portfolyo, performans görevi, rubrik gibi alternatif değerlendirme araçlarının çeşitlendirilmesine ihtiyaç olduğunu ortaya koymaktadır. Materyal ve kaynakların yeterliliği ise %60 oranında olumlu değerlendirilmiştir. Bu durum dijital kültürel arşivler, yerel içerik havuzları ve öğretim materyallerinin güncellenmesinin önemine işaret etmektedir.

Sonuç olarak araştırma; programın millî kültür ve değer aktarımı açısından güçlü bir kurguya sahip olduğunu, ancak özellikle ölçme-değerlendirme ve materyal desteği alanlarında geliştirilmesi gerektiğini göstermektedir. Öğretmenlerin programı pedagojik açıdan olumlu değerlendirmesi, öğrenci merkezli ve etkileşimli öğrenme süreçlerinin kültürel değer eğitiminde etkili olduğunu doğrulamaktadır. Bununla birlikte sahada uygulanabilir örnekler, standartlaştırılmış rubrikler, dijital içerik destekleri ve yerelleştirilmiş materyallerin artırılması önerilmektedir. Ayrıca karma yöntemli araştırmalarla program-uygulama boyutunun daha kapsamlı test edilmesi ve farklı sosyo-kültürel bölgelerden örneklerle dış geçerliliğin güçlendirilmesi önerilmektedir.