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Letter From the Chief Editor/Baş Editörden Mektup

Dear Readers,

Launched in 2017, the Journal of TAY Journal publishes research using various qualitative, quantitative and mixed methods and approaches in all fields of educational sciences. In the first issue of its eighth year, there are seven original articles, one review and six research articles.

These articles are original studies on Salih Murat Uzdilek's 1931 report, the value of respecting differences, foreign language teaching, peer bullying, reading comprehension and thinking skills, oral history and lifelong learning. We would like to thank our authors who sent their original works to our journal, our reviewers for their detailed reviews and reports, the academics who participated in our editorial and advisory boards and who did not spare their help in every step of the articles, Asst. Prof. Dr. Murat Baş (Editor), Res. Asst. Eylem Çoban (Copy Editing Editor) and Anıl Gülcan Deniz Budak (Copy Editing Editors).

We hope that our journal will contribute to scientific accumulation and we look forward to your comments and suggestions.

Değerli Okuyucularımız,

2017 yılında yayın hayatına başlayan Türk Akademik Yayınlar Dergisi (TAY Journal), eğitim bilimleri alanının tüm alanlarında çeşitli nitel, nicel ve karma yöntem araştırma ve yaklaşımlarını kullanan araştırmaları yayınlamaktadır. Sekizinci yılının ilk sayısında; biri derleme, altısı araştırma makalesi olmak üzere yedi orijinal makale yer almaktadır.

Bu makaleler; Salih Murat Uzdilek 1931 tarihli raporu, farklılıklara saygı değeri, yabancı dil öğretimi, akran zorbalığı, okuduğunu anlama ve muhakeme becerileri, sözlü tarih ve yaşam boyu öğrenme ile ilgili özgün çalışmalardır. Özgün eserlerini dergimize gönderen yazarlarımıza, detaylı incelemeleri ve raporları için hakemlerimize, editör ve yayın danışma kurullarımızda yer alan ve makalelerin her bir adımında yardımlarını esirgemeyen akademisyenlere, makaleleri titizlikle yayına hazırlayan Dr. Öğretim Üyesi Murat Baş'a (Editör), Araş. Gör. Eylem Çoban'a (Dizgi ve Mizanpaj Editörü) ve Anıl Gülcan Deniz Budak'a (Dizgi ve Mizanpaj Editörü) teşekkür ederiz.

Dergimizin bilimsel birikime katkı sağlamasını diler, görüş ve önerilerinizi bekleriz.


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Salih Murat Uzdilek's 1931 Report on Türkiye's Educational System: “What is the State of Technical Training and Higher Education Institutions in Our Country?”

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Abstract

Salih Murat Uzdilek is one of the leading educators and scientists of the early years of the Republic of Türkiye. After his military service in the Ottoman Empire, he worked as a physics and mathematics teacher in different educational institutions during the Republican years and as an academic at the Higher School of Engineering (today's Istanbul Technical University) for over 40 years. While a faculty member at the Higher School of Engineering, he went to Europe to conduct research and returned home at the end of March 1931. Salih Murat Bey was assigned by the Higher School of Engineering and the Ministry of Nafia and traveled to some European countries, where he visited technical schools, universities and some high schools and made observations. Salih Murat Bey wrote a technical report on his impressions and findings and submitted it to the relevant authorities. The report is in the Presidency of the Republic of Türkiye, Directorate of State Archives. It is registered in the Republican Archives of the Presidency under the Prime Ministry General Directorate of Official Affairs Fond (30-10-0-0) with the sequence number 141-10-5. The report, which is the subject of this study, is about the general education system, the technical education system and especially mathematics and physics education in Türkiye. He identified the developments in the field of science in the world at the time he wrote the report and discussed in detail Türkiye's shortcomings in this field and what needed to be done to correct them.

Keywords: Republic of Türkiye, Salih Murat Uzdilek, technical education, report, history of education.

Introduction

The last period of the Ottoman Empire was dominated by efforts of innovation to fulfill the requirements of the age in the field of education, as in every field. In a decree issued in 1845, Sultan Abdülmecid declared that "education is necessary for everyone in terms of religion and the world and that it is essential for the people to receive education" (Berkes, 1998, p.173). During this period, it was decided to centralize education, organize the existing schools in a Western-style, and increase the number of schools (Hayta & Ünal, 2014, p.141). The Tanzimat reform era (1839-1876) was a period in which Western-style education methods were adopted in education. In this period, important decisions were taken regarding primary, secondary, higher education, vocational, and technical education. The new schools opened aimed to train qualified civil servants who would carry out the desired reforms in the country (Baytal, 2000, p.31). In these years, vocational and technical schools such as Darülmualimin (teacher's school), Agricultural School, Forestry School, and Industrial School were opened (Şahin, 2015, pp.57-63). The first attempt to establish Darülfünun, the first Ottoman University in the Western sense, was also made in these years (Ünal, 2012, p.190).

The decisions taken in the Tanzimat reform era but not put into practice started to be realized during the reign of Sultan Abdülhamid II (1876-1909). Vocational and technical education institutions spread throughout the country and contributed significantly to the modernization and economic development of the Ottoman Empire. Industrialization was seen as a prerequisite for economic development, and industrial schools were opened throughout the country during this period (Koçyiğit, 2019, pp.49-55). During the reign of Sultan Abdülhamid II, vocational and technical education institutions were diversified, and schools were opened for different fields such as mining, civil engineering, commerce, agriculture, sericulture, and customs (Birbudak, 2012, pp.213-214).

The Second Constitutional Monarchy period (1908-1920) was a period in which technical education institutions, the foundations of which were laid during the Tanzimat reform era and developed during the reign of Abdülhamid II, were shaped in line with the conditions of the new century. The period, on the other hand, will be a period in which all these accumulations will be used in the peaceful environment provided by the newly established state. All these efforts bore fruit in the Republic of Türkiye, where education was seen as the basis of development and modernization. Since the establishment of the Republic of Türkiye, technical education has been considered a vital industrialization and development tool. As in all other fields of education, the issue of nationalizing technical education was prioritized. Considering the opinions of foreign experts invited to the country between 1920 and 1940, the basic principles and concepts of technical education were established and essential planning and legal regulations were made (Duman, 2010, p.181). In addition to foreign experts, it is also known that distinguished scientists raised in this country submitted various reports on education policies and systems. One of these was Salih Murat Bey.

During his tenure as a physics lecturer at the “Yüksek Mühendis Mektebi” (Higher School of Engineering), Salih Murat Bey traveled to Europe and the Balkan countries in order to conduct scientific studies. In line with the impressions and information he gained from his trip, he prepared a report on the state of technical education and the general education system in Türkiye. The report is in the Presidency of the Republic of Türkiye, Directorate of State Archives. It is registered in the Republican Archives of the Presidency under the Prime Ministry General Directorate of Official Affairs Fond (30-10-0-0) with the sequence number 141-10-5. The title of the report is "What is the State of Technical Training and Higher Education Institutions in Our Country?" (“Memleketimizde Teknik Terbiye ile Yüksek İlim Müessesleri Ne Haldedir?”). It is also stated that a copy of the report was presented to İsmet (İnönü) Pasha, the Prime Minister of the period, who was closely involved in educational issues (Presidency of the Republic of Turkey, Directorate of State Archives, Republican Archives of the Presidency [RAP], 1931, p.46). This study first provides biographical information about the life of Salih Murat Uzdilek, the report's author. Then, it presents the report's prominent findings, opinions, and recommendations without any commentary.

Ord. Prof. Salih Murat Uzdilek (February 6, 1891- December 4, 1967)

Salih Murat Uzdilek was born on February 6, 1891 in Samatya, Istanbul. His father was Şefik Bey from Crete, one of the mathematics instructors at the Bahriye Çarkçı Ameliyat Okulu (Naval Engineer Application School), and his mother was Saniye Hanım (Istanbul Technical University [ITU], 1958, p.13). He completed his primary education in Kasımpaşa and after attending secondary school at Kasımpaşa Deniz Rüşdiyesi (Kasımpaşa Naval Secondary School), he went to Heybeliada Bahriye Mektebi (Heybeliada Naval School) (Nebioğlu, 1962, p.651). He graduated from the Naval School in August 1908 with the rank of lieutenant. He served as an engineer on various ships of the Ottoman Navy (Mesudiye Battleship, Asar-ı Tefvik Battleship, Mecidiye Cruiser, Tir-i Müjgan Ferry, Aziziye Battleship) for two years after his graduation (ITU, 1958, p.13). In 1910-1911, Salih Murat Bey went to the Telgraf Mekteb-i Âlisi (Higher School of Telegraph), which provided education within the Ministry of Post, Telephone and Telegraph, and received training in theoretical electricity (Bahadır, 2001, p.98;

Kılınc, 2015, p.27). In 1912, with the decision taken by the Ministry of the Navy, it was decided to send Salih Murat to England for four years of training in the field of wireless-telegraph engineering at the Imperial College of Science and Technology in London and one year of study at the wireless-telegraph factory (Presidency of the Republic of Turkey, Directorate of State Archives, Ottoman Archives of the Presidency [OAP], 1912). Salih Murat Bey, who started his education in London, had the chance to study at the General Electric Company in Birmingham during the summer vacations (OAP, 1913). During his time abroad, in 1914, at a very young age, he presented a paper on the history of Turkish mathematics at an international logarithm conference held in Edinburgh, Scotland (Etker, 2007, p.55). The Ministry of Navy awarded him a commendation for his success in his education in London and his participation in the conference in Edinburgh (Bahadır, 2001, p.98).

Upon the outbreak of World War I, Salih Murat Bey returned to his country and started working as a physics teacher at the Heybeliada Naval War College (ITU, 1958, p.18). In October 1914, he was assigned to the radio-telegraph department at the Ministry of the Navy. In June 1915, he assumed the position of natural science instructor at the Naval School. In 1915, he was promoted to the rank of captain; in 1918, he was appointed as a physics teacher at the School of Engineering, and in 1921, he was assigned as a teacher of mathematics at the Naval School (ITU, 1958, p.13-14). Salih Murat Bey retired in October 1925 as senior captain due to ill health (RAP, 1925). After leaving the military, he continued lecturing at the School of Engineering and taught physics and higher mathematics at Robert College between 1926 and 1934. He also taught physics and higher mathematics at the Land Forces' Science Drill, Artillery and Transportation (Kara Kuvvetleri Fen Tatbikat, Topçu ve Nakliye Okulları) between 1927-1930, and mathematics at the İstanbul Sanat Okulu (Istanbul Art School) between 1926-1928 and 1929-1930 (ITU, 1958, p.14).

In 1918, he was assigned to the School of Engineering, restructured as the School of Higher Engineering in 1928 and Istanbul Technical University in 1944. During all these years, Salih Murat Bey assumed the role of the faculty member at the school. In 1944, he was appointed as a professor-in-ordinary to the physics chair of the Mechanical Engineering Faculty of Istanbul Technical University (Bahadır, 2001, p.99). Between 1956 and 1958, he served as the dean of the Faculty of Mining at the same university (İnönü & Bahadır, 2007, p.98; ITU, 2021). Uzdilek passed away on December 4, 1967 in Istanbul (Bahadır, 2001, p.99). He was married to Mrs. Selma and had three children, Ruhsar, Nermin and Ülküt (Nebioğlu, 1962, p.651).

Salih Murat Bey became one of the essential names of the Turkish scientific world during his lifetime, thanks to his education in Türkiye and abroad. He participated in many international scientific congresses during his academic career. He participated in international meetings organized in cities such as London, Amsterdam, Jerusalem, Milan, Rome, Madrid, Utrecht, Sofia and Karachi (ITU, 1960, pp. 7-8). Uzdilek, whose academic works were published in various issues of the Journal of Istanbul Technical University and the Turkish Physics Society Journal, also wrote articles on philosophy and astronomy in the *Büyük Doğu Journal* (Baltacıoğlu, 2018, p.177; Lostar, 2019, p.318; Okay, 1992, p.514). In addition, he played an essential role in establishing and diversifying scientific institutions in the country.

Salih Murat Bey (ITU, 1958, p.15), who became a member of the London Physics Society in 1913 during his education in England, played an essential role in establishing scientific associations in our country. He was among the founders of the Turkish Mathematical Society founded in 1948 (TMS, 2023) and the Turkish Physical Society founded in 1950 (Turkish Pyhsics Society [TPS], 1950).

Another mission of Salih Murat Uzdilek, perhaps as important as his scientific work, is that he pioneered popular science studies in Türkiye. He, who wrote articles in Science World Magazine (Fen Alemi Mecmuası), the first popular science magazine of the Republican period between 1925 and 1926 (Bahadır, 2001, p.79), was also the founder and editor of Nature World Magazine (Tabiat Alemi Mecmuası), which entered the popular science literature in the same period. Published for 14 issues between December 1925 and February 1927, this journal featured articles on basic sciences, history and philosophy of science, a significant portion of which were written by Salih Murat Bey himself (Bahadır, 2001, p.98; Kadioğlu, 2015, p.35; Kadioğlu, 2016, pp.61-62; Küçük, 2017, p.269). In addition, since the 1930s, he gave lectures in many places, especially in public houses, and participated in hundreds of programs on Ankara and Istanbul radios (ITU, 1958, p.15). From January 1931, Salih Murat Bey wrote a column with short scientific information titled Do You Know This? in The Vakit (newspaper), one of the leading press organs of the period (Vakit, 1931a, p.1). Likewise, he wrote articles on scientific issues in The Yeni Sabah (newspaper), which started to be published in 1938 (Topçuoğlu, 2013, p.17). His popular science articles published in newspapers are over a thousand (ITU, 1958, p.15).

Music is another field in which Salih Murat Uzdilek's intellectual accumulation is seen. In addition to his academic activities, Salih Murat Bey also carried out critical studies in the field of music and conducted studies on the sound system of Turkish music. As a result of his work with Hüseyin Saadettin Arel and Suphi Ezgi, the "Arel-Ezgi-Uzdilek system" emerged (Özcan & Çetinkaya, 2020, p.260). This system, which determines the nature of the pitches in the sound system in Turkish music, is characterized as a study that has emerged due to intensive research going back many years (Süreksan, 1995, p.51). He has published numerous articles on musical subjects in various magazines (Perde-Sahne, Türk Musiki, Yeni Musiki, Akademi Fikir Hareketleri Magazines) (Özcan, 2020, p.264). Uzdilek was also one of the founding members of the Istanbul Philharmonic Society (İstanbul Filarmoni Derneği), established in Istanbul in 1945 (Istanbul Philharmonic Society, IPS 2023).

Salih Murat Bey's works that we can identify are listed below:

Books;

Tecrübi ve Ameli Hendese (Experimental and Applied Mathematics), Tüccarzade İbrahim Hilmi Printing House, İstanbul:1914. (3 books have been published for different levels of education).

Malumat-ı Fenniye (Science Education), Matbaa-i Hayriye, İstanbul: 1918. (for Naval Schools).

Sinai Hendese (Industrial Math), Industrial School Printing House, İstanbul: 1926.

Yeni Fizik: Mihanik ve Havass-ı Madde (New Physics: Mechanics and Properties of Substance), Industrial School Printing House, İstanbul: 1927.

Resimli Kolay Hesap Defteri (Illustrated Easy Math Notebook), Marifet Printing House, İstanbul: 1932. (5 separate volumes were published from first to fifth grade).

Umumi Fizik (General Physics), Higher School of Engineering Printing House, İstanbul: 1933. (4 volumes).

Fen Bilgisinin Faydaları (Benefits of Science Education), Ahmet Sait Printing House, İstanbul: 1938.

İlim ve Musiki ve Türk Musikisi Üzerinde Etütler (Science and Music and Studies on Turkish Music), Cumhuriyet Printing House, İstanbul: 1944.

Değişen Dünyanın Sırları (Secrets of a Changing World), Sinan Printing House, İstanbul: 1947.

Geometrik Optik (Geometric Optics), Istanbul Technical University Printing House, İstanbul: 1958.

*Tarih-i Riyaziyat (History of Mathematics)**

* This work is one of the 128 works written for the work titled "Turkish History's Main Lines", which was initiated by Mustafa Kemal Atatürk to write a large corpus of history, and most likely remained as a manuscript and was not published (Eyice, 1968, p.525). However, İnönü and Bahadır state that Salih Murat Bey's Tarih-i Riyaziyat was published in 1909 (İnönü & Bahadır, 2007, p.98).

Translated Books;

Bernard Lister Worsnop, *Yüksek Pratik Fizik (Advanced Practical Physics)*, Şirket-i Mürettebiye Printing House, İstanbul: 1945.

James Jeans, *Esrarlı Kainat (The Mysterious Universe)*, Ministry of National Education Press, İstanbul: 1947.

Floyd Karker Richtmyer – Earl Hesse Kennard, *Modern Fiziğe Giriş (Introduction to Modern Physics)*, Istanbul Technical University Library Press, İstanbul: 1954. (With Nusret Küçüköğlü).

Francis Weston Sears, *Fizik Prensipleri (Principles of Physics)*, Istanbul Technical University Library Press, İstanbul: 1955. (With Nusret Küçüköğlü).

Amerikan Makine Mühendisleri Derneği, *Nükleer İlim ve Teknoloji Terimleri Sözlüğü (A Glossary of Terms in Nuclear Science and Technology)*, Berksoy Printing House, İstanbul: 1963. (With Fahir Yeniçay).

Ryabov Yury, *Gök Mekanikliği (Celestial Mechanics)*, İstanbul University Science Faculty Press, İstanbul: 1967.

Salih Murat Bey's Views on the Turkish Education System: "What Is The State Of Technical Training And Higher Education Institutions In Our Country?"

At the beginning of 1931, Salih Murat Bey went on a trip to examine European physics laboratories and returned home at the end of March. According to Vakit, which reported his return to the country on its front page, Salih Murat Bey visited the physics laboratories of universities and engineering schools in Sofia, Bucharest, Budapest, Vienna, Milan, Turin, Rome, Naples and Athens, and stated that all of these laboratories worked according to Anglo-Saxon principles. During his trip, Salih Murat Bey visited several high schools and factories producing devices for the field of physics. He stated that he had written a technical report of his impressions and findings, which he would submit to the relevant authorities. (Vakit, 1931b, p.1-2). Salih Murat Bey makes similar statements in his report. In this report, Salih Murat Bey stated that he left Istanbul on January 13, 1931 and traveled to Sofia, Bucharest, Budapest, Vienna, Venice, Milan, Turin, Rome, Naples and Athens and returned to Istanbul on March 17, 1931 (RAP, 1931, p.27).

Salih Murat Bey's report titled "What is the State of Technical Training and Higher Education Institutions in Our Country?", written after his trip, consists of two main sections. One part of the report is titled "My Observations Concerning My Investigative Travel in the Balkan Countries and Central Europe" and includes his observations on the education system in Europe. The section discussed in this study includes opinions and statements on the education system in ITÜ, which also constitutes the main title of the report. In this section, the developments/stages in the field of technical education in Türkiye are analyzed comparatively. This report aims to ensure that these issues are discussed and debated, to upgrade Türkiye's technical education system, and to bring it closer to similar institutions in the West (RAP, 1931, p.1). Uzdilek's opinions and points of interest in his report, which is the subject of this study, are as follows:

Salih Murat Bey begins his report by stating that technical education in Türkiye is "more or less backward" compared to other countries regarding the status of technical education and higher education institutions in Türkiye and the stages technical education has gone through in Türkiye. Salih Murat Bey criticized the organization and system, not the individuals, and stated that Türkiye was "scientifically poor". The history of technical education in Türkiye in the Western style began during the reign of Selim III with the opening of the Mühendishane-i Berrî-i Hümayûn (Land Engineering School) in the Golden Horn in 1795. Emphasizing that in every part of the world, the country's defense takes precedence over all other matters, Salih Murat Bey stated that the first engineering schools were military in other countries. At this point, Salih Murat Bey compared the opening of this school with the "Ecole des Ponts et Chaussées", the oldest engineering school in France, and stated that Mühendishane-i Berrî-i Hümayûn was opened half a century later. However, after the French Revolution (1798), it was decided to develop military engineering schools in France, and as a result of the studies carried out, in 1794, a school called "Ecole des Travaux Publics" was opened in the center. Schools called "Ecole Centrale" and then "Ecole Polytechnique" with more limited purposes were opened in the provinces (RAP, 1931, p.1).

According to Salih Murat Bey's statement, Mühendishane-i Berrî-i Hümayûn benefited from the education staff of the Bahriye Mühendis Mektebi (Naval Engineering School). The shipyard of the Naval Engineering School, located in Kasımpaşa and called "Haddehane", housed a wheelwright school, where experts brought from England provided training. The school's theoretical and practical courses followed the system of small technical schools in countries such as England, Germany and the United States, and the "British master-apprentice learning style" was adopted. The engineering schools, which had a disorganized appearance for a while, were reorganized in 1878 with the appointment of Vidinli Tevfik Pasha, a mathematician who served as ambassador to the United States, as the school's director. In this school, which was opened based on the "Ecole Polytechnique" in France, vocational courses such as construction, railway, telegraph, telephone and bridge were taught and projects were carried out to train military engineers. In 1883, a Mülkiye Engineering School (Mülkiye Mühendis Mektebi) was attached to this school, and in 1910, this school was separated from the military school and transferred to the Nafia Bakanlığı (Ministry of Public Works). Shortly before World War I, the Haddehane and during the war, the Engineer School were abolished, and the Mülkiye Engineering School was transformed into the Higher Engineer School with a law published in 1928 as a counterpart to the polytechnic schools in Europe. Schools similar to the industrial schools in France were opened in Istanbul, Izmir, Konya and Kastamonu. Based on this information, Salih Murat Bey stated that the technical education system in Türkiye was more senior than in many European countries. However, according to Salih Murat Bey, this determination is valid for military schools. This is because Mülkiye Engineering School was opened relatively later than its counterparts in Europe. Nevertheless, when we go back 60-70 years and compare it with Europe, it can be said that the scientific situation was in favor of Türkiye. As evidence for this, Salih Murat Bey lists the exhibition of steam-powered machines at an exhibition held in Istanbul in 1824, the publication of monthly journals by a society called Cemiyet-i İlmiye-i Osmaniye (Ottoman Scientific Society), the making of primary education compulsory five years earlier than in England, and finally the opening of Dârülfünûn (The University) (RAP, 1931, p.2).

Regarding why these well-established institutions lagged behind their Western counterparts, Salih Murat Bey cites the many wars and internal rebellions. However, he also believes that scientific flaws should be addressed. He makes the following assessment in his report regarding scientific flaws: "The most important reason for our lagging behind in technical affairs is the lack of system and the fact that our education system has never been considered and established as a whole". Existing institutions did not make progress after their establishment. We have been indifferent to the laboratory system developed in the West after 1850. On the other hand, the schools that trained students for higher education were not rehabilitated and graduates of higher education schools did not receive the value they deserved in society. Those who realized that the country needed a few engineers moved away from this field and the school's enrollment gradually decreased. According to Uzdilek; by 1931, the reasons for the increase in the number of students at the Higher School of Engineering were the fact that the school was a boarding school and the increasing importance given to the railway and reconstruction policy in the country. (RAP, 1931, p.3).

According to Salih Murat Bey, the reasons for the differentiation between Türkiye and the West in the field of technical education are as follows;

1. Failure to prepare a suitable position for the graduates of higher science schools in society and lack of emphasis on expertise,
2. Not following the developments in the West step by step and always leaving the institutions at the foundation stage,
3. Failure to rehabilitate primary schools and to connect these schools to technical and science education institutions,
4. Lack of emphasis on the laboratory system, hence the inability to provide students with the ability to creativity,
5. Lack of specialized institutions that play an essential role in technical education in the country,
6. Copying Western examples in scientific institutions, not adapting them to the country's conditions, or not nationalizing these institutions (RAP, 1931, pp.3-4).

Salih Murat Bey's last point is based on his observation that the schools should be adapted to the current situation of Türkiye and its students. According to Uzdilek; for example, many students graduating from the Mülkiye Engineering School worked in jobs outside the field of engineering -until a railway policy was initiated in the country-. This was also the case for students graduating from the Agricultural School. The Industrial School, which Midhat Pasha opened as an intermediate industrial school with the aim of training master apprentices for the country, was transformed into a Mülkiye Engineering School as a result of changing the curriculum over time and making it more theoretical. This school, which admitted primary school graduates, broke the moral strength of the students due to heavy courses such as mechanics, strength and hydraulics. The admission of students with deficient levels in the entrance exams to the school leads to the expulsion of these students who cannot keep up with the program in the long term. At this point, he suggests that the theoretical part of education should be designed according to the level of the student, taking into account the situation of the student admitted to the school. If the current program was insisted on, he suggested that a preparatory class should be opened at the school or that students should be divided into two parts and given theoretical or practical training according to their abilities (RAP, 1931, p.4). According to Salih Murat Bey, the main problem here was the fact that the secondary industrial schools were trying to train engineers, despite the fact that they were considered as a school that trained artisans and journeymen who were between engineers and laborers. The institution that trained engineers in the country was the Mülkiye Engineering School, and a few engineers were studying abroad. (RAP, 1931, p.5).

One of the educational institutions mentioned by Salih Murat Bey in his report was the Haddehane. The Haddehane's situation shows that although it did not provide better theoretical knowledge than the Industrial School, most of the mechanics used in the Hejaz railway graduated from this school. In the past, excellent ships were built in the shipyards of Haddehane, whose practical training was quite good. However, the fact that this school lagged

behind the theoretical knowledge of the time, despite its success in practical education, brought the end of the institution. On the other hand, in the years leading up to the Constitutional Period, the fact that the Haddehane provided purely practical training while the Naval School provided theoretical training led to the emergence of two different ecoles that did not understand each other's language (RAP, 1931, p.5).

The report lists the institutions providing higher technical and science education in Türkiye as follows.: 1. Mülkiye Engineering (Higher) School of Engineering, 2. Dârülfünûn Faculty of Science, 3. Electromechanics Institute, which was included in the Faculty of Science, 4. The school opened in Zonguldak under the name of Mining Engineer School and later transformed into Industrial Engineer School. There were also specialized schools such as the Forestry School, which trained forest engineers, and the Telegraph School, which trained telegraph engineers. In addition to the engineering schools, there is also a Conductor School, an intermediate technical school. The most significant deficiency of the Higher School of Engineering is that it lags behind in the laboratory system required by modern technical developments. Therefore, the quality of education provided by this school is also theoretical. While other engineering fields such as mechanical, electrical, marine and chemical engineering had richer laboratories until the beginning of the 20th century, engineering laboratories have also developed recently. Those knowledgeable in this field realized the importance that the equivalent schools in the West attached to hands-on training and transformed the school into the "Higher School of Engineering". At the time this report was written, this school was still in the establishment phase. The laboratories and necessary departments were not yet completed. Salih Murat Bey considered the hours of physics and chemistry courses at the school were insufficient. According to him, the Electromechanics Institute at the Dârülfünûn was not in a position to complete these deficiencies. Under the conditions of the time, it was considered impossible to provide high school graduates with electrical and mechanical engineering education in four years. (RAP, 1931, p.6). Salih Murat Bey draws attention to the fact that even the British engineering schools, whose theoretical training was quite good, only provided training in one of these engineering disciplines for three years. From this point of view, looking at the institute's program, it can be seen that the specialization courses are too superficial and insufficient for engineering education. The teaching staff to teach these specialization courses is also very limited. It was also found that the professors teaching courses were teaching courses outside their specialization. Salih Murat Bey thinks that the statement that the institute expects from its graduates at the end of 3 years of education; "to be able to set up all the projects of a mechanical and electrical installation and to have full experience in the use of machinery" is an exaggerated expectation that is not under the engineering understanding in the West. According to Salih Murat, it is unrealistic to expect such a difficult wish from such a short-term education. It was observed that the theoretical education of this school, whose program was taken from the Nancy School of Engineering, was weak and the laboratories for practical training were inadequate and incomplete. Despite all these deficiencies, in the year this report was written, graduates of this school were given the title of engineer. Mentioning that Italian engineering schools such as Milano and Torino have a 5-year education, Salih Murat Bey draws attention to the fact that high school education in Italy is entirely different from that in Türkiye. In Italy, students who finish primary school and attend high school are divided into two

branches: classical and science education. The engineering education of high school graduates who receive science education lasts five years. On the other hand, the laboratories of the Electromechanics Institute in Türkiye could not be compared with the laboratories of schools such as Milan and Budapest and could not even be compared with those in Bucharest (RAP, 1931, p.7).

Salih Murat Bey thought such a disorganized state of engineering schools was detrimental to the national economy. For example, there is only one engineering school in the Netherlands, one of the most advanced countries in Europe. Therefore, considering the financial means of Türkiye, the difficulty of establishing separate laboratories in these three separate institutions is apparent. Moreover, according to Salih Murat Bey, there is no need for three separate institutions to train engineers in Türkiye, where the need for engineers is not so great. A merger of these three institutions, as in the polytechnic example, would be more economical and efficient. If necessary, this unified school can be divided into branches such as telegraph, telephone, wireless, chemical and marine engineering. If this is realized, there will be no need to send students abroad. The money spent on education abroad could be used for materials, labor and technical works. At this point, Salih Murat Bey states that the Japanese saw the first steamer sixty years ago and learned shipbuilding by bringing educators and experts from Europe on the one hand and sending students abroad on the other. He states that the Japanese started shipbuilding by establishing their staff and even surpassed the ships of other countries in speed trials (RAP, 1931, p.8).

According to Salih Murat, although these works were started earlier in Türkiye, progress has yet to be achieved because adequate staff could not be formed and the technical part could not work harmoniously like an orchestra. The technical education system has two characteristics: international and national. The characteristics of international education are the same everywhere, while the characteristics of national education are related to adapting the education system to the needs of the country. Each country has more or less nationalized its education system according to its characteristics. For example, in Egypt, the projects and applications given in the third and fourth year of engineering education are shaped according to the geographical conditions, economic conditions and needs of Egypt. Salih Murat Bey states that Türkiye has not been successful in nationalizing its technical education system. According to him, another reason for the problems in technical and science education in Türkiye is that most teachers must be more committed to their schools. Teachers are not people who devote their time to the development and progress of the school but are like "itinerant" teachers whose contact with the school is limited to a few hours. Some of them are even busy with other jobs outside the school. The education system should be flexible and variable to adapt to other countries' contemporary needs, discoveries and developments. Salih Murat Bey states that this is one of the main reasons for the difference between the West and Türkiye. Although the Dârülfünûn was "a scientific institution consisting of faculties of law, medicine, literature, science, theology, pharmacy and dentistry for the advancement of higher education", it was not able to provide a high level of education since students were admitted from high schools. According to the regulations of the Faculty of Science, courses at the faculty were divided into specialization areas for those who wanted to teach in high schools and for those who wanted to gain expertise in a specific field of science (RAP, 1931, p.9). Salih Murat Bey defended the

idea, which is still valid today, that the training of teachers and scientists should be different. According to him, the university was not an institution opened only to train teachers and should be engaged in serving the development of higher education in the country. However, its program was not suitable for this. The courses in the program should be synthesized with the pedagogy courses in the Higher Teacher School if teachers are to be trained. Another shortcoming of the program was the lack of physics and chemistry courses for students who would become mathematics teachers (RAP, 1931, p.10). Salih Murat Bey also claims that there are some mistakes in the programs of the physics and chemistry departments. According to him, the Faculty of Science's mathematics, physics and chemistry departments did not fit a university's definition. On the other hand, Dârülfünûn can work for the development and progress of higher education by conducting scientific research and studies. On the other hand, scientific research should not only involve transferring research in the West but new studies should be carried out by working with the methods followed there. The studies should be primarily on subjects of interest to Türkiye (RAP, 1931, p.11). However, the physics laboratories of the Dârülfünûn were not suitable for this purpose. Salih Murat Bey repeatedly emphasized the importance of scientific research by quoting Bragg, one of the Nobel Prize-winning scientists of England, as saying "The religion of the scientist in this century is scientific research". According to him, another deficiency is the absence of a "History of Science" course at Dârülfünûn. However, the best means to understand and explain the value of science and its benefits to society would be to teach this course. Salih Murat Bey reinforces the importance of the history of science and its teaching with the following question: "Is it Napoleon's victories that have served today's civilization the most? Or the electrons of J. J. Thomson?". Although there were applied, theoretical and mathematical sub-branches of physics courses in European universities, applied and mathematical physics courses were not included in Dârülfünûn. Therefore, Salih Murat Bey thought that the mathematics and physics departments of Dârülfünûn, rather than being a mature institution, remained at the foundation stage and could not catch up with the advances of the era (RAP, 1931, p.12).

According to Salih Murat Bey, another area for improvement is the need for an academy or society in Türkiye for specialized fields such as mathematics and physics. However, in academies and societies, experts tell their interlocutors about the new things they have learned in their fields and benefit from them by discussing new research. According to Salih Murat Bey's statement, in the West, everyone specializes in a narrow field. Academies and societies serve to unify these specializations. The fields of physics and mathematics have become so broad that it is almost impossible to specialize in both fields. However, this is still being attempted in Türkiye, so knowledge remains superficial. In this respect, the physics and mathematics departments of the Dârülfünûn seem to be highly backward compared to those in Athens and Sofia. This situation cannot be explained only by the insufficiency of high school graduates. A preparatory section should be added to the Dârülfünûn and general mathematics, general physics and general chemistry courses should be taught (RAP, 1931, p.12). Salih Murat Bey thinks that the inefficiency of the Faculty of Science can be understood by looking at the number of students. In Athens in 1930/31, the number of students studying physics and mathematics exceeded 450; in Sofia University in 1929/1930, 441 students were enrolled. The number of students in Türkiye was not even 1/40th of these. However, Türkiye's population is

two times that of Greece and three times that of Bulgaria. According to Salih Murat Bey, this small number of students is an anomaly that needs to be investigated. On the other hand, the amount of money spent on training students is relatively high. Therefore, these institutions have been opened to protect national honor. According to Salih Murat Bey, the issue of sending students to Europe played an important role. Salih Murat Bey states that students had been sent to Europe since the Constitutional Era, and he thinks that this practice did not work due to "lack of a program". According to him, sending students to the West hindered the progress of Turkish institutions. A significant portion of the education budget was spent on these students. If the success rate of higher education in Türkiye is considered to be 50%, it can be assumed that the success rate of students going to Europe is below 50% due to reasons such as difficult remote control, difficulties with foreign languages, and climatic conditions. Therefore, according to Salih Murat Bey's calculation, it would be more profitable if some of the budget spent on sending students to Europe was spent on developing national institutions (RAP, 1931, p.13).

According to Salih Murat Bey, one of the reasons for the weaknesses of higher education is the incoherence of the education system. According to Salih Murat Bey, Türkiye has never had an education system and program that considers all institutions and connects them. At one time, the reform of primary schools was considered, but middle and high schools were left untouched, and vocational high schools were not considered. At another time, the improvement of high schools was considered, but others were neglected. When considering establishing a new education system, the "general culture ideal" was brought to the forefront, but the efficient use of the country's natural resources was neglected. Salih Murat Bey believes that in the 20th century, the purpose of acquiring culture was to obtain proper knowledge. At this point, economics and science have become inseparable. Economists now agree that geographical conditions and technical knowledge are the factors that dominate the economy. Geographical resources endow a country with natural wealth. Making these resources useful for the country is possible through technical education. Here, the money spent on imports can be given as an example. The money sent out of the country through imports is for labor and technical knowledge rather than the materials used. As technical knowledge increases in the West, new products emerge, and their importation causes losses to the Turkish economy (RAP, 1931, p.13). If the technical knowledge of these new products is not imported, expenditures will increase. Not only automobiles but also tires and other materials would go abroad. Giving similar examples for radio, which had an important place in social life when the report was written, Salih Murat Bey emphasized that the Russians had included radio lessons in the primary school curriculum. According to him, it is obvious that discoveries will continue. Therefore, the entire education system must be organized according to these innovations and techniques (RAP, 1931, p.14).

After these criticisms of science education in higher education, Salih Murat Bey moves on to the technical education institutions at the secondary and high school levels. According to him, the role of high schools in society is divided into three: 1. to train civil servants for government offices, 2. to train civil servants for banks and commercial institutions, 3. to prepare students for higher education. The type of knowledge required from high school graduates in these three fields differs (RAP, 1931, p.14). According to him, it is necessary to

provide students with specialized knowledge in addition to the standard general culture in high school. Western countries renew their education programs and methods according to the developments in industry and technology. In fact, one of the most critical issues in the West during this period was the secondary and high school curricula. Salih Murat Bey points out that each country takes measures according to its own needs. These issues are within the field of interest of scientific and specialized societies. Since there were no such organizations in Türkiye, the Ministry of National Education was in charge of this task. The program prepared by the Ministry is announced by regulation and becomes valid. However, there is a lack of teachers and educational materials to follow this program. Looking at the mathematics and science education in secondary schools and high schools, it can be seen that the high school system is divided into two branches: science and literature branches in the 11th grade. According to him, there is not much difference between the programs of these two branches, and a difference of one year is not enough for specialization. The syllabuses taught in these schools are like translations of other countries' syllabuses. School books are also translated. Physics is taught for five years in secondary education (two in middle and three in high school). Due to the lack of experimental equipment, teaching uses blackboard and white chalk. In his opinion, the physics course given in secondary school should be wholly experimental and practical so that a student who cannot continue to high school can use the knowledge acquired in secondary school for the rest of his/her life (RAP, 1931, p.15).

In this case, Salih Murat Bey believes that it is necessary to determine the social role of secondary education in Türkiye and rethink the physics and mathematics programs of high schools. He stated that as a result of the education given in high schools, the student's mind is turned into a "customs warehouse": The image is like what one sees when going to a customs warehouse, a crate of sugar cubes next to a car, a sack of flour on the other side, a crate of galoshes on the other side. In Türkiye, the student's mind is filled like a compartment with much maths, physics and chemistry information, but these are unrelated and connected (RAP, 1931, p.16).

According to him, The Higher School of Engineering is known for the success of its theoretical education, and the students who attend here are among the best high school graduates. Nevertheless, 20% of them are ideal. After graduating from high school, students have the following options in front of them: Higher School of Engineering, Faculty of Medicine, Faculty of Law, Faculty of Political Sciences. In general, students apply to all of them and attend the school they are accepted to. According to him, it is clear that high school students do not receive an education that helps them to recognize themselves and make choices. On the other hand, although the student profile required by these higher education institutions is different, they have all undergone the same education and have acquired the knowledge they do not need in the field they will specialize in. For example, the mathematics course is divided into sub-branches such as calculus, algebra, geometry and trigonometry. Different teachers teach these courses. In the Anglo-Saxon education system, these subjects are unified, and the textbooks are written so that the details are removed and the main subjects that need to be known are given priority. According to Salih Murat Bey, adopting this method would save time and increase the student's ability to think. In Türkiye, on the other hand, mathematics and physics

textbooks consist of thousands of pages, and since most of them are written in a heavy language, they tire the students and put them in a labyrinth (RAP, 1931, p.16).

Salih Murat Bey's observations on the situation of teachers are as follows: The number of teachers is already low, and among the existing teachers there are some who are too weak to follow these programs. In France, where Türkiye has adapted high school programs, high school and higher education teachers are at the same level and receive the same salary. Both types of teachers are university graduates; one is more skilled in teaching and the other in research; one is a teacher and the other a scientist (RAP, 1931, p.17).

At this point, Salih Murat Bey concluded this part of his report in which he criticized the education system in general and the technical education system and programs in particular in Türkiye and explained the suggestions he deemed necessary for the improvement of the existing negativities;

1. The education system is similar to a factory; the basic principles applied by the factory are also applied to the education system. Goods entering the factory for a job pass through various stages and turn into products. The product is controlled and directed to the next stage at each stage. During the control, missing or wrong parts are detected and removed. If this is not the case, the employees of the next stage will spend time and effort in vain. The education system is similar to this. Primary education takes the raw material and passes it to other higher education institutions. At this stage, the missing or incomplete parts are sorted out through examinations and used for other tasks. Therefore, the first thing to do is to make primary school students useful to society. If society's technical, scientific and material needs are well identified, higher education programs can be designed accordingly. If the stage of setting targets is completed, the issue of raising primary school graduates accordingly remains. It is essential to make programs within the framework of available means. On the other hand, it is necessary for efficiency that programs be flexible and vary according to regions.

2. It is not good to have students of various levels and abilities study in a uniform high school and say, "This is what you will all learn". All countries agree that a single system needs to be corrected. Putting students with different levels and abilities through the same education system is like trying to take a bullock cart, an automobile, a train and an airplane to the same destination simultaneously. In the 20th century, the basic principle of education was to educate each student to be maximally efficient according to his/her ability. Secondary schools should be abolished and replaced by small high schools. After five or six years of primary education, students should be taught general mathematics (RAP, 1931, p.17), experimental physics, chemistry and natural sciences in these four-year high schools. Three-year special high schools should be built for talented students, and these high schools should consist of literature or philosophy, science, language and commerce branches. The most successful teachers should be gathered in these high schools and the science departments should be equipped with the wealthiest educational materials. The number of high schools can be determined according to the number of teachers and materials available.

3. Vocational schools should be opened in certain parts of Türkiye and programs should be created in these schools according to the region's needs. For example, schools could be

opened in Adana for weaving and Izmir for the agriculture and industry of olives, grapes and figs. Before the opening of these schools, the teaching staff should be completed (RAP, 1931, p.18).

4. Education programs and systems should be unified and based on the plurality method. The aim of this is not the centralization of schools but the linking of vocational and general education schools.

5. In higher education, the Faculty of Science and engineering schools should be merged and a Science Institute should be established within the Dârülfünûn. Scientific and economic reasons necessitate this. The ability of higher education institutions to become authentic and creative institutions depends on the richness of their staff and physical facilities. For this purpose, rich laboratories should be established and young people should be enabled to benefit from them. Since Türkiye's economic situation prevented the opening of many rich laboratories or schools, none of the existing schools could become fully equipped science institutions (RAP, 1931, p.19). If the labor and money spent on these could be gathered at one point, a wealthy institution could be created. The benefits of such an institution for Türkiye can be listed under the following headings:

a. As laboratories and educational materials will coexist, the institution will be a source of science.

b. In this institution, other than the classical program, flexible programs can be followed and different courses can be opened according to the progress of contemporary scientific developments. For example, higher education courses such as telephone, telegraph, radio and radio engineering, optical engineering, aeronautical engineering, mining engineering, electrical engineering, and secondary education courses such as electrician, mason and pipe maker can be opened.

c. The scientific needs of various institutions of the State can be met here.

d. A large "measurement department" could be established here. Thus, all kinds of measuring instruments can be inspected and stamped, from thermometers, meters, kilograms and grocery scales to water, electricity and gas clocks. In addition, the State would also benefit from these operations.

e. In this institution, young people were quickly trained and the number of people working in science and science in the country increased rapidly.

f. Scientific conferences can be organized in this institution. Scientists can come together in this institution.

g. The existence of such an institution would save Türkiye from the need to send students to Europe and, thus, from the financial burden.

h. A rich science library can be established in the institution. The point to be considered here is that such an institution should not be left at the foundation stage. The 2-3 million liras required for establishing the institution could be found in various ways. or the University of Thessaloniki in Greece, a small customs duty is levied on goods entering the port of Thessaloniki. Other examples have used lotteries and donations.

6. Until recently, physics and chemistry have not been given importance in Türkiye. Physics and chemistry classes not only teach the laws of nature but also help solve everyday problems. Another essential benefit of physics and chemistry is that they raise students' awareness about health from an early age. This is one of the most significant differences between the West and Türkiye. In this period, when economic thoughts gained importance, it was necessary to give importance to the health issue (RAP, 1931, p.20).

7. One of the reasons that reduces the efficiency of higher education and high schools is the lack of teacher continuity. In most Western schools, teachers are permanent. If teachers are permanent, their contact with the school increases and schools become more efficient.

8. In order to deal with all these issues High Education Council, similar to the High Economic Council, can be established and the first principles can be determined here.

Salih Murat Bey stated that he had analyzed various countries' education systems and statistics while writing these lines. The programs and education systems of technical institutions in various countries are included in the second part of the report.

Ethical Permits of Research:

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

Ethics Committee Permission Information:

This study is within the scope of activities that do not require ethical permission.

Discussion and Conclusion

Science and scientific research have started to play a much more critical role in the 20th century. In this century, discoveries are no longer the result of personal efforts or coincidences but of scientific research, planning and adaptation of education systems and labor. Scientific progress is also achieved in this way. Salih Murat Bey, Professor of Physics at the Higher School of Engineering, prepared a report on the general situation of technical education and institutions in Türkiye as a result of the observations he had made during his scientific visits to Europe and the Balkan countries; he identified the developments in the field of science in the world in the 20th century and put forward Türkiye's deficiencies in this field and what needed to be done to correct them. Although the report consists of opinions and recommendations on technical education, it also includes opinions and recommendations on the understanding of science in Türkiye, the methodology of scientific research and the general education system. These findings and recommendations (for example, the importance of vocational technical education, modernizing curricula, organizing educational content according to the needs and demands of the country, sending students abroad for education, ensuring specialization in education, ensuring effective and efficient use of resources, increasing teacher competencies) are still valid for today's world and Türkiye, and similar issues are still being discussed. Therefore, this report is still relevant today.

Looking at the general criticisms in the report, the following criticisms come to the fore: inefficiency of the studies carried out in the field of education, wasted time, the incoherence of the education system, the fact that most of the scientific institutions are not based on the needs but on the efforts to be similar to the exemplary institutions and to appear superior, the fact that the institutions have been left in a static state since their establishment and not provided with a flexible structure, the fact that the technical education system in Türkiye and, concerning this, the general education system is not stable and modern. Criticisms regarding technical education can be summarised as inadequate financial resources and inefficient use of existing facilities. According to Salih Murat Bey, it is wrong that the schools providing technical education and training engineers need to be more organized. Moreover, Türkiye needed fewer engineers than it was thought, but intermediate staff. The most significant deficiency of the schools providing engineering education is that practical training is insufficient, and the education remains mostly in theory. However, scientific discovery and progress can only be achieved through experimentation and laboratory research. In addition, another reason for the problems in technical and science education in Türkiye is that most of the teachers need to devote their time to the development and progress of the school and their contact with the school is limited.

Salih Murat Bey's recommendations in his report are vital and noteworthy. According to him, technical education and scientific research should be treated as a "national issue". If the regulation of the technical education system is handled as a national issue, progress in agriculture and industrialization can be achieved by using the country's natural resources efficiently. Thus, the national power required in war and peace will be obtained. In addition, Türkiye will gain wealth and prosperity. Countries that attach importance to technical education have made important discoveries by employing physics, chemistry experts and engineers in laboratories during wartime and have made progress by adapting these discoveries to the needs of civilian life in times of peace.

According to Salih Murat Bey, who also mentions the place of the technical education system in society and its connection with economic welfare in his report, trying to change the education system based solely on central bureaucracy or personal or regional initiatives does not benefit society. Centralized planning would be appropriate at this point, provided that regional needs and natural resources are used efficiently.

The use of scientific studies, which should be seen as a national interest, for the development of industrial institutions is only possible by including specially trained experts in this field. Scientists who will be trained within national institutions will not only work for national interests but will also be able to save the resources spent on sending students abroad (to Europe), which is very costly for Türkiye.

"Scientific research" should not be neglected in these national institutions, which are recommended to be established for higher education and technical education and must be continued. Otherwise, the institutions and the education system will remain frozen in the state they were in when they were first established. However, it is essential to progress and be flexible in accordance with the developments, needs and spirit of time and space.

Another suggestion is about the issue of specialization in the fields of science. In the 20th century, it was almost impossible to specialize in more than one field. In Türkiye, however, this is still being tried to be done and every aspect of science is being learned and taught. For this reason, knowledge in education remains superficial. The principle of specialization in a narrow field should be adopted for both institutions and individuals. Attention should be paid to this issue both in the studies carried out in institutions and the education given to students. High organizations such as the Yüksek Maarif Meclisi (High Education Council), where the information obtained in different fields of expertise is brought together and discussed, should be established.

When we look at the developments in Türkiye after Salih Murat Bey's evaluation and criticisms in 1931, we see that in the short term, a university reform was carried out in the country, and a general directorate was established to develop technical education. In 1933, the General Directorate of Vocational and Technical Education was established for schools providing secondary education (Ministry of National Education (MoNE), 2021). In 1936, the main policies of technical education were prepared with the "Plan for the Development of Vocational Education", which forms the basis of today's vocational and technical education. According to this plan, it was planned to open apprentice schools, evening art schools, technician schools, and engineer schools (Doğan, 1983, pp. 171-176). In 1942, the "Law on the Opening of Vocational and Technical Schools and Expansion of the Existing ones" was adopted, and efforts were made to expand vocational and technical education in the country (Coşkun, 1998, p.238). Kartal states that vocational and technical education in the country could only be accelerated after the "3rd National Education Council" held in 1946 (Kartal, 2018, p.202). However, it is not possible to say that the University Reform of 1933 was an event in which Salih Murat Bey's dreams were realized. Although the university was restructured with this reform, changes were made mainly in the teaching staff (Arslan, 2010, p.239).

It is also possible to talk about medium-term developments in bringing together academic circles, another issue Salih Murat Bey addressed in his report. Considering that The Scientific and Technological Research Council of Türkiye [TUBITAK], one of the most important scientific institutions of the country, was established in 1963 and that the efforts initiated in 1960 to establish the Turkish Academy of Sciences [TUBA] were only finalized in 1993 (Birbudak, 2022, p.750), it can be said that Salih Murat Bey's observations and suggestions for the establishment of autonomous scientific institutions were realized quite late. As a result, it is still not possible to say that the issues of technical education at the secondary and higher education levels have been fully resolved, and an ideal system has been established.

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BIOGRAPHICAL NOTES

Contribution Rate of Researchers

Author 1: 50%

Author 2: 50%

Conflict Statement

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

Salih Murat Uzdilek'in Türkiyenin Eğitim Sistemine Dair 1931 Tarihli Raporu: "Memleketimizde Teknik Terbiye ile Yüksek İlim Müesseseleri Ne Haldedir?"



Özet

Salih Murat Uzdilek, Türkiye Cumhuriyeti'nin ilk yıllarının önde gelen eğitimci ve bilim insanlarından biridir. Osmanlı Devleti zamanında başlayan askerlik hayatının ardından Cumhuriyet yıllarında farklı eğitim kurumlarında fizik ve matematik öğretmenlikleriyle birlikte 40 yıldan uzun süre Yüksek Mühendis Mektebi'nde (sonrasında İstanbul Teknik Üniversitesi) akademisyen olarak görev yapmıştır. Kendisi Yüksek Mühendis Okulunda öğretim üyesi iken, Avrupa'da incelemelerde bulunmak üzere bir seyahate çıkmış, 1931 yılı Mart ayı sonlarında yurda geri dönmüştür. Yüksek Mühendis Mektebi ve Nafia Vekâleti tarafından görevlendirilen Salih Murat Bey, bazı Avrupa ülkelerine giderek teknik eğitim veren okulları, üniversiteleri ve bazı liseleri ziyaret ederek gözlemlerde bulunmuştur. Salih Murat Bey, izlenim ve tespitlerine ait teknik bir rapor yazarak ilgili makamlara sunmuştur. Rapor bugün Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı bünyesinde Cumhurbaşkanlığı Cumhuriyet Arşivi'nde Başbakanlık Devlet Arşivleri Genel Müdürlüğü Fonunda (30-10-0-0) 141-10-5 sıra numarası ile kayıtlıdır. Salih Murat Bey tarafından yazılan rapor aslında iki bölümden oluşmaktadır. Bu çalışmanın konusu olan rapor, Türkiye'de genel eğitim sistemi, teknik eğitim sistemi ve özellikle de matematik ve fizik eğitimi hakkındadır. Salih Murat Bey, raporun yazıldığı dönemde dünyada bilim sahasında yaşanan gelişmeleri tespit etmiş, Türkiye'nin bu konudaki eksiklerini ve bunların düzeltilmesi için yapılması gerekenleri ayrıntılı bir şekilde tartışmıştır.

Anahtar Kelimeler: Türkiye Cumhuriyeti, Salih Murat Uzdilek, teknik eğitim, rapor, eğitim tarihi.

Giriş

Salih Murat Uzdilek, Türkiye Cumhuriyeti'nin ilk yıllarının önde gelen eğitimci ve bilim insanlarından biridir. Osmanlı Devleti zamanında başlayan askerlik hayatının ardından Cumhuriyet yıllarında farklı eğitim kurumlarında fizik ve matematik öğretmenlikleriyle birlikte 40 yıldan uzun süre Yüksek Mühendis Mektebi'nde (sonrasında İstanbul Teknik Üniversitesi) akademisyen olarak görev yapmıştır. Kendisi Yüksek Mühendis Okulunda öğretim üyesi iken, Avrupa'da incelemelerde bulunmak üzere bir seyahate çıkmış, 1931 yılı mart ayı sonlarında yurda geri dönmüştür. Salih Murat Bey, izlenim ve tespitlerine ait teknik bir rapor yazarak ilgililere teslim etmiştir. Bu ilgililerden bir tanesi de Türkiye Cumhuriyeti Başbakanı İsmet İnönü'dür. Salih Murat Bey tarafından yazılan rapor aslında iki bölümden oluşmaktadır. Bu çalışmanın konusu olan rapor ise, Türkiye'de genel eğitim sistemi, teknik eğitim sistemi ve özellikle de matematik ve fizik eğitimi hakkındadır. Söz konusu rapor her ne kadar Türkiye'deki teknik eğitim sistemi ve kurumların genel durumu hakkında olsa da Murat Bey raporu yazdığı dönemde dünyada ilim sahasında yaşanan gelişmeleri tespit etmiş, Türkiye'nin bu konudaki eksiklerini ve bunların düzeltilmesi için yapılması gerekenleri ayrıntılı bir şekilde ele almıştır.

Cumhuriyet öncesi dönemde Türkiye'de teknik eğitim alanına bakıldığında planlı bir politikanın olmadığı ve teknik eğitimin özellikle yerel girişimler ve valilerin inisiyatifiyle yürütüldüğü görülmektedir. Okullar yerel ihtiyaçlara göre açılmış olup bu alanda eğitim

programları, öğretmen, öğrenci ve fiziki özellikler açısından bakıldığında ortak bir standart oluşturulmadığı görülmektedir (Doğan, 1983). Türkiye Cumhuriyeti'nin kuruluşundan itibaren ise teknik eğitim, önemli bir sanayileşme ve kalkınma aracı olarak düşünülmüş ayrıca diğer bütün eğitim alanlarında olduğu gibi teknik eğitimin millileşmesi meselesine öncelik verilmiştir. 1920-1940 yılları arasında ülkeye davet edilen yabancı uzmanların da görüşleri dikkate alınarak teknik eğitimin temel ilke ve kavramları oluşturulmuş, önemli planlamalar ve yasal düzenlemeler yapılmıştır (Duman, 2010, s.181). Yabancı uzmanların yanı sıra bu ülkenin yetiştirdiği güzide bilim insanlarının da eğitim politikaları ve sistemi hakkında çeşitli raporlar sundukları bilinmektedir. Bunlardan bir tanesi de Salih Murat Bey'dir.

Ord. Prof. Salih Murat Uzdilek (6 Şubat 1891- 4 Aralık 1967)

Salih Murat Uzdilek, 6 Şubat 1891'de İstanbul Samatya'da dünyaya gelmiştir. Babası Bahriye Çarkçı Ameliyat Okulu matematik hocalarından Giritli Şefik Bey, annesi Saniye Hanımdır (İstanbul Teknik Üniversitesi [İTÜ]), 1958, s.13). İlköğrenimini Kasımpaşa'da tamamlamış, ortaokulu Kasımpaşa Deniz Rüşdiyesi'nde okuduktan sonra Heybeliada Bahriye Mektebi'ne gitmiştir (Nebioğlu, 1962, s.651). Bahriye Mektebi'nden Ağustos 1908'de teğmen rütbesiyle mezun olmuş, mezuniyetinin ardından iki yıl müddetle Osmanlı donanmasının çeşitli gemilerinde (Mesudiye Zırhlısı, Asar-ı Tefvik Zırhlısı, Mecidiye Kruvazörü, Tir-i Müjgan Vapuru, Aziziye Zırhlısı) mühendis olarak görev yapmıştır (İTÜ, 1958, s.13). 1910-1911 yıllarında Posta ve Telefon ve Telgraf Nezareti bünyesinde eğitim veren Telgraf Mekteb-i Alisi'ne giden Salih Murat Bey teorik elektrik alanında eğitim almıştır (Bahadır, 2001, s.98; Kılınç, 2015, s.27). 1912 yılında Bahriye Nezareti tarafından alınan kararla Salih Murat'ın dört senesi Londra'da bulunan Imperial College of Science and Technology'de telsiz-telgraf mühendisliği alanında eğitim ve bir sene de telsiz-telgraf fabrikasında incelemelerde bulunmak üzere İngiltere'ye gönderilmesine karar verilmiştir (Türkiye Cumhuriyeti Devlet Arşivleri Başkanlığı, Başkanlık Osmanlı Arşivi [BOA], 1912). Londra'ya giderek eğitimine başlayan Salih Murat Bey, eğitime ara verilen yaz tatillerinde Birmingham şehrinde bulunan General Electric Company'de incelemelerde bulunma şansı elde etmiştir (BOA, 1913).

Salih Murat Bey, gerek yurt içi ve gerekse yurt dışında almış olduğu eğitimler sayesinde yaşadığı dönemde Türk bilim dünyasının önemli isimlerinden biri olmuştur. Kendisi öğretim üyeliği yıllarında birçok uluslararası bilimsel kongreye katılmıştır. Farklı tarihlerde Londra, Amsterdam, Kudüs, Milano, Roma, Madrid, Utrecht, Sofya, Karaçi gibi şehirlerde tertip edilen uluslararası toplantılara iştirak etmiştir (İTÜ, 1960, s.7-8). Akademik çalışmaları İstanbul Teknik Üniversitesi Dergisi'nin ve Türkiye Fizik Cemiyeti Mecmuası'nın çeşitli sayılarında yayımlanan Uzdilek bu çalışmalarına ek olarak felsefe, astronomi konularında Büyük Doğu Dergisi'nde de yazılar yazmıştır (Baltacıoğlu, 2018, s.177; Lostar, 2019, s.318; Okay, 1992, s.514). Bununla birlikte ülkedeki bilimsel kurumların tesisi ve çeşitliliği açısından da önemli roller üstlenmiştir. Öyle ki, İngiltere'de eğitim aldığı dönemde, 1913 yılında, Londra Fizik Derneği'ne üye olan Salih Murat Bey (İTÜ, 1958, s.15), ülkemizdeki bilim derneklerinin kuruluş süreçlerinde önemli roller üstlenmiştir. Kendisi 1948 yılında kurulan Türk Matematik Derneği'nin ([TMD], 2023) ve 1950 yılında kurulan Türk Fizik Derneği'nin kurucuları arasında yer almaktadır ([TPS], 1950).

Salih Murat Uzdilek'in belki de bilimsel çalışmaları kadar mühim bir diğer misyonu ise Türkiye'de popüler bilim çalışmalarına öncülük etmiş olmasıdır. 1925-1926 yıllarında Cumhuriyet döneminin ilk popüler bilim dergisi olan Fen Alemi Mecmuası'nda yazılar kaleme alan Salih Murat Bey (Bahadır, 2001, s.79), aynı dönemde popüler bilim literatürüne giren Tabiat Alemi dergisinin de kurucusu ve editörüdür. 1925 yılı aralık ayından 1927 yılı şubat ayına kadar olan dönemde 14 sayı yayımlanan bu dergide önemli bir kısmı bizzat Salih Murat Bey tarafından kaleme alınan, temel bilimler, bilim tarihi ve felsefesi makalelerine yer verilmiştir (Bahadır, 2001, s.98; Kadioğlu, 2015, s.35; Kadioğlu, 2016, s.61-62; Küçük, 2017, s.269). Ayrıca 1930'lu yıllardan itibaren başta halkevleri olmak üzere pek çok yerde konferanslar vermiş, Ankara ve İstanbul radyolarında yüzlerce programa katılmıştır (İTÜ, 1958, s.15).

Salih Murat Bey'in Türk Eğitim Sistemi Dair Görüşleri: “Memleketimizde Teknik Terbiye ile Yüksek İlim Müesseseleri Ne Haldedir?”

1931 yılı başında Avrupa'daki fizik laboratuvarlarını incelemek üzere bir seyahate çıkan Salih Murat Bey, mart ayı sonlarında yurda geri dönmüştür. Ülkeye geri dönüşünü birinci sayfadan haber yapan Vakit Gazetesi'nin bildirdiğine göre Salih Murat Bey Sofya, Bükreş, Budapeşte, Viyana, Milano, Torino, Roma, Napoli ve Atina'da bulunan üniversite ve mühendis okullarının fizik laboratuvarlarını ziyaret etmiş, bunların tamamının Anglo-Sakson esaslarına göre çalıştığını ifade etmiştir. Seyahati sırasında birkaç lise ile fizik alanına yönelik cihazlar üreten fabrikaları da gezdiğini ifade eden Salih Murat Bey, izlenim ve tespitlerine ait teknik bir rapor yazdığını ve ilgililere teslim edeceğini belirtmiştir (Vakit, 1931b, s.1-2). Salih Murat Bey, kaleme almış olduğu raporunda da benzer ifadelere yer vermektedir. Raporunda; 13 Ocak 1931 günü İstanbul'dan hareket ettiğini ifade eden Salih Murat Bey, Sofya, Bükreş, Budapeşte, Viyana, Venedik, Milano, Torino, Roma, Napoli, Atina yoluyla seyahatini gerçekleştirmiş ve 17 Mart 1931 günü İstanbul'a geri dönmüştür (Türkiye Cumhuriyeti Devlet Arşivleri Başkanlığı, Başkanlık Cumhuriyet Arşivi [BCA], 1931, s.27).

Salih Murat Bey'in seyahatinin ardından kaleme aldığı “Memleketimizde Teknik Terbiye ile Yüksek İlim Müesseseleri Ne Haldedir?” başlıklı raporu iki ana bölümden oluşmaktadır. Raporun bir bölümü “Balkan Memleketleri ile Merkezi Avrupa'da Yaptığım Tetkik Seyahatine İlişkin Müşahedelerim” başlığını taşımakta olup bu kısımda seyahati kapsamında Avrupa'daki eğitim sistemi üzerine gözlemlerine yer vermektedir. Çalışmamızda ele alınan bölümde ise raporun ana başlığını da oluşturan Türkiye'deki eğitim sistemine dair görüş ve ifadeleri yer almaktadır. Bu bölümde karşılaştırmalı bir şekilde Türkiye'de teknik eğitim alanında yaşanan gelişmeler/aşamalar incelenmiştir. Bu raporu yazma amacı ise, bu konuların konuşulup tartışılmasını sağlayarak, Türkiye'nin teknik eğitim sistemini yükseltip Batıdaki benzer kurumlara yakınlaştırılmasını sağlamaktır (BCA, 1931, s.1).

Salih Murat Bey'e göre teknik eğitim alanında Türkiye ile Batı arasında yaşanan farklılaşmanın sebepleri şunlardır;

1. Yüksek fen mektepleri mezunlarına toplumda yer hazırlanmaması, uzmanlığa önem verilmemesi,

2. Batıdaki gelişmelerin adım adım takip edilmeyerek kurumların daima kuruluş aşamasında bırakılması,
3. İlköğretim seviyesindeki okulların ıslah edilmemesi, bu okulların teknik ve fen eğitimi veren kurumlara bağlanmaması,
4. Laboratuvar sistemine önem verilmemesi, dolayısıyla öğrenciye yaratıcılık kabiliyeti kazandırılmaması,
5. Ülkede teknik eğitimde önemli rol oynayan ihtisas kurumlarının mevcut olmaması,
6. İlmi kurumlarda Batıdaki örneklerin kopya edilmesi, ülkenin şartlarına uydurulmaması, bir başka deyişle, kurumların millileştirilmemesi (BCA, 1931, s.3-4).

Türkiye’de yüksek teknik ve fen eğitimi veren kurumları şöyle sıralamak mümkündür; 1. Mülkiye Mühendis Mektebi (Yüksek Mühendis Mektebi), 2. Dârülfünûnun Fen Fakültesi, 3. Fen Fakültesi kadrosuna dahil olan Elektromekanik Enstitüsü, 4. Zonguldak’ta önce Maden Mühendis Mektebi adıyla açılan sonra Sanayi Mühendis Mektebi’ne dönüştürülen okul. Bunların dışında orman mühendisi yetiştiren Orman Mektebi ile telgraf mühendisi yetiştiren Telgraf Mektebi gibi ihtisas okulları da mevcuttur. Mühendislik mekteplerinin dışında orta teknik mektebi niteliğinde bir de Kondüktör Mektebi vardır (BCA, 1931, s.6).

Mühendislik eğitimi veren okulların böylesine dağınık bir halde olması memleket ekonomisine de zarar vermektedir. Örneğin Avrupa’nın ileri memleketlerinden Felemenk’te bir tek mühendislik okulu bulunmaktadır. Dolayısıyla Türkiye’nin maddi imkanları düşünüldüğünde bu üç ayrı kuruma ayrı ayrı laboratuvar kurulmasının güçlüğü ortadadır. Ayrıca Salih Murat Bey’e göre, mühendis ihtiyacının çok fazla olmadığı Türkiye’de üç ayrı kurumun mühendis yetiştirmesine gerek de yoktur. Bu üç kurumun politeknik örneğindeki gibi birleştirilerek değiştirilmesi hem daha ekonomik hem de daha verimli olmasını sağlayabilir. Gerekirse bu birleşmiş okul telgraf, telefon, telsiz, kimya ve deniz mühendisliği gibi şubelere de ayrılabilir. Bu gerçekleşirse yurtdışına öğrenci göndermeye de gerek kalmayacak, dışarıya giden para malzeme, işçilik ve teknik işlerde kullanılacaktır. (BCA, 1931, s.8).

Teknik eğitim sisteminin, uluslararası ve milli olmak üzere iki özelliği vardır. Uluslararası eğitimin özellikleri her yerde aynıdır, milli eğitimin özelliği ise eğitim sistemini memleketin ihtiyacına uyarlamakla ilgilidir. Her ülkenin eğitim sistemini kendi özelliklerine göre az ya da çok millileştirdiği görülmektedir. Türkiye’de teknik ve fen eğitiminde yaşanan sorunların bir sebebi de öğretmenlerin çoğunun okullarına bağlı olmamasıdır. Öğretmenler okulun gelişmesine, ilerlemesine vaktini ayıran kimseler olmayıp okulla teması birkaç saatle sınırlı olan “seyyar” öğretmenler gibidir. Hatta bir kısmı okul dışında başka işlerle bile meşgullerdir. Eğitim sistemi çağdaş ihtiyaçlara, yeni keşiflere, diğer memleketlerdeki gelişmelere uyum sağlayacak şekilde esnek ve değişken olabilmelidir. Batı ile aramızdaki farkın temel sebeplerinden bir tanesi budur.

Dârülfünûnun “Maarif-i aliyenin inkişaf ve terakkisine hadim hukuk, tıp, edebiyat, fünun, ilahiyat fakülteleriyle eczacı ve dışçı mekteplerinden müteşekkil bir müessese-i ilmiye” olmasına rağmen, liseden öğrenci alındığı için üst seviyede bir eğitim verilememektedir. Fen

Fakültesi talimatnamesine göre fakültede dersler liselerde öğretmenlik yapmak isteyenler ve belli bir bilim alanında uzmanlık kazanmak isteyenler için uzmanlık alanlarına ayrılmıştır (BCA, 1931, s.9). Murat Bey, burada günümüzde de geçerli olan öğretmen ve bilim insanı yetiştirme alanının eğitimlerinin farklı olması gerektiği fikrini savunmaktadır. Salih Murat Bey'e göre Dârülfünûn sadece öğretmen yetiştirmek için açılmış bir kurum değildir ve ülkedeki yükseköğretimin gelişmesine hizmet etmekle meşgul olmalıdır. Fakat programı buna uygun değildir. Programdaki dersler, eğer öğretmen yetiştirilmek isteniyorsa, Yüksek Muallim Mektebi'ndeki pedagoji dersleriyle sentezlenmelidir. Programın diğer bir eksikliği matematik öğretmeni olacak öğrencilerin programında fizik ve kimya derslerinin eksik olmasıdır (BCA, 1931, s.10).

Türkiye'de matematik, fizik gibi uzmanlık alanlarıyla ilgili bir akademi veya cemiyetin olmaması da bir diğer eksikliklerdir. Oysa akademi ve cemiyetlerde alanın uzmanları kendi alanlarında öğrendikleri yeni şeyleri muhataplarına anlatır ve bu yeni araştırmalar tartışılırsa alakadarlar bundan faydalanırlar. Batıda herkes dar bir alanda uzmanlaşmaya gitmiştir, bu akademi ve cemiyetler de bu uzmanlık alanlarını birleştirme vazifesi görürler. Artık fizik ve matematik alanları o kadar genişlemiştir ki, iki alanda birden uzmanlaşmak neredeyse imkânsızdır. Türkiye'de ise hâlâ bu yapılmaya çalışıldığından bilgiler yüzeysel kalmaktadır (BCA, 1931, s.12).

Türkiye, Meşrutiyet devrinden itibaren Avrupa'ya öğrenci göndermiştir. Salih Murat Bey, bu uygulamanın da "programsızlık" yüzünden işe yaramadığını düşünmektedir. Batıya öğrenci gönderilerek bir yandan da Türkiye'deki kurumların ilerlemesine set çekilmiş olmaktadır. Eğitim bütçesinin önemli bir kısmı bu öğrencilere harcanmaktadır. Türkiye'deki yükseköğretimin başarısı %50 olarak kabul edilirse, Avrupa'ya giden öğrencilerin uzaktan kontrollerinin zor olması, yabancı dil konusunda yaşanan sıkıntılar, iklim şartları gibi sebeplerden dolayı başarı oranlarının %50'nin altında olduğu düşünülebilir. Dolayısıyla Salih Murat Bey'in yaptığı bu hesaba göre Avrupa'ya öğrenci göndermek için harcanan bütçenin bir kısmı milli kurumların gelişmesi için harcanırsa daha kârlı bir iş yapılmış olur.

Yükseköğretimin zaaflarının sebeplerinden bir tanesi de eğitim sisteminin ahenksizliğidir. Salih Murat Bey'e göre Türkiye'de hiçbir zaman bütün kurumlar düşünülerek ve birbirine bağlanacak şekilde bir eğitim sistemi ve programı yapılmamıştır. (BCA, 1931, s.13). Yükseköğretimin fen eğitimi hakkındaki bu eleştirilerden sonra sıra ortaokul ve lise derecelerindeki teknik eğitim kurumlarına gelmektedir. Salih Murat Bey, liselerin toplumdaki görevini üçe ayırmaktadır; 1. Devlet dairelerine memur yetiştirmek, 2. Banka ve ticari kurumlara memur yetiştirmek, 3. Yükseköğretime öğrenci hazırlamak. Bu üç alanının da lise mezunundan istediği bilgi şekli farklıdır (BCA, 1931, s.14).

Lisede öğrencilere ortak bir genel kültürden başka bir de uzmanlık bilgisi vermek gerekmektedir. Batılı ülkeler sanayi ve teknik alanında meydana gelen gelişmelere göre eğitim programlarını ve metotlarını yenilemektedirler. Öyle ki, bu dönemde Batının en önemli meselelerinden birisi ortaokul ve lise ders müfredatlarıdır. Her memleket kendi ihtiyacına göre tedbirler almaktadır. Bu konular bilim ve ihtisas cemiyetlerinin ilgi alanı içerisindedir. Türkiye'de ise bu tarz kurumlar bulunmadığından bu işi Milli Eğitim Bakanlığı yapmaktadır. Bakanlığın yaptığı program talimatnameyle ilan edilmekte ve geçerli hale gelmektedir. Fakat

bu programı takip edecek öğretmen kadrosu tam olmadığından ve eğitim materyallerinin de eksikliğinden verim alınamamaktadır. (BCA, 1931, s.15).

Bu durumda Türkiye’de ortaöğretimin toplumsal rolünü tayin etmek ve liselerin fizik ve matematik programlarını yeniden düşünmek gerekmektedir. Salih Murat Bey, liselerde verilen eğitim neticesinde öğrenci zihninin “gümrük antrepосу”na çevrildiğini ifade etmiştir: görüntü bir gümrük antrepосуna gidince görülen manzara gibidir, bir otomobil yanında bir sandık kesme şeker, öte yanda bir çuval un, beride bir sandık galoş. Türkiye’de öğrencinin zihni bir kompartıman gibi birçok matematik, fizik ve kimya bilgisi ile doldurulmakta fakat bunlar birbirleriyle ilişkilendirilip bağlanmamaktadır.

Yüksek Mühendis Mektebi, teorik eğitiminin başarısı ile bilinmektedir, buraya devam eden öğrenciler de lise mezunlarının iyilerindedir. Buna rağmen bunların %20’sinin ideal olduğu söylenebilir. Liseyi bitiren öğrencilerin önünde Yüksek Mühendis Mektebi, Tıp Fakültesi, Hukuk Fakültesi, Mülkiye Mektebi gibi seçenekler vardır. Genelde öğrenciler hepsine müracaat ederek kabul edildikleri okula devam ederler. Buradan anlaşılacağı gibi lise öğrencilerinin kendilerini tanımalarına ve tercihte bulunmalarına yardım eden bir eğitimden geçmedikleri açıktır. (BCA, 1931, s.16).

Öğretmenlerin durumuna gelince; öğretmen sayısı zaten az olmakla birlikte mevcut öğretmenlerin arasında bu programları takip etmekte zorlanacak kadar zayıf olanlar da mevcuttur. Türkiye’nin lise programlarını adapte ettiği Fransa’da lise ve yükseköğretim hocaları aynı seviyede olup aynı maaşı almaktadırlar. Her iki sınıf öğretmen de üniversite mezunu olup, biri öğretme diğeri araştırma işinde daha yeteneklidir, biri öğretmen diğeri bilim insanıdır.

Bu noktada Türkiye’deki genelde eğitim sistemi ve özelde teknik eğitim sistemi ve programları hakkındaki eleştirilerini sunduğu raporunun bu kısmını sonlandıran Salih Murat Bey, bu durumun ıslahı için gerek gördüğü önerileri açıklamıştır;

- Eğitim sistemi fabrikaya benzemektedir, fabrikanın uyguladığı temel prensipler eğitim sisteminde de uygulanmaktadır. Bir iş için fabrikaya giren eşya çeşitli aşamalardan geçerek ürüne dönüşür. Her aşamada ürün kontrol edilerek sonraki aşamaya yönlendirilir. Kontrol sırasında eksik ya da yanlış parçalar tespit edilip çıkarılır. Eğer böyle olmazsa sonraki aşamanın çalışanları boş yere emek verip zaman harcamış olurlar. Eğitim sistemi de buna benzemektedir. İlköğretim ham malzemeyi alıp diğer yüksek eğitim kurumlarına iletir. Bu aşamada sınavlarda eksik ya da noksan parçalar ayıklanıp başka işlerde kullanılırlar. Dolayısıyla yapılacak ilk iş ilkokullarda okuyan öğrencilerin topluma faydalı bir hale getirilmesidir. Diğer yandan programların esnek olması ve bölgelere göre değişmesi verimlilik için şarttır.
- Çeşitli seviye ve yeteneğe sahip öğrencileri tek tip bir lisede okutmak ve “hepiniz bunları öğreneceksiniz” demek iyi sonuçlar vermez. XX. Yüzyılda artık eğitimin temel prensibi, her öğrenciyi yeteneğine göre azami şekilde verimli olacak şekilde yetiştirmektir. (BCA, 1931, s.17).
- Türkiye’nin belli yerlerinde ilkokul ve liselere bağlanan meslek okulları açılmalı ve bu okullarda bölgenin ihtiyacına göre programlar oluşturulmalıdır. (BCA, 1931, s.18).

- Eğitim programları ve sistemi birlik içerisinde ve çokluk usulüne göre yapılmalıdır. Bunun amacı okulların tek elden yönetilmesi değil meslek okullarıyla ve genel eğitim veren okullar arasında bağlantı sağlamaktır.
- Yükseköğretimde Dârülfünûnun Fen Fakültesi ile mühendislik okulları birleştirilerek bir Fen Enstitüsü kurulmalıdır. (BCA, 1931, s.19).
- Türkiye’de yakın zamana kadar fizik ve kimyaya önem verilmemiştir. Fizik ve kimya tabiat kanunlarını öğretmelerinin yanı sıra gündelik hayata dair meselelerin çözümüne de yardımcı olurlar. Fizik ve kimyanın bir diğer önemli faydası da öğrencileri küçük yaştan itibaren sağlık konusunda bilinçlendirmeleridir. Batı ile Türkiye arasındaki en büyük farklardan bir tanesi de budur. (BCA, 1931, s.20).
- Yükseköğretimin ve liselerin verimini düşüren sebeplerden bir tanesi de öğretmen devamlılığının olmamasıdır. Batı okullarının çoğunda öğretmenler daimidir. Öğretmenler daimi olursa okulla temasları artar ve okullar daha verimli olur.
- Bütün bu bahsedilen konuların halledilebilmesi için Yüksek İktisat Meclisi’ne benzer bir Yüksek Maarif Meclisi kurulabilir ve ilk esaslar da burada tespit edilebilir.

Araştırmanın Etik İzinleri:

Bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Bu çalışma etik açıdan izin gerektirmeyen faaliyetler kapsamındadır.

Tartışma ve Sonuç

Yüksek Mühendis Okulu Fizik Profesörü Salih Murat Bey, Avrupa ve Balkan ülkelerine yaptığı ilmi ziyaretlerle edindiği gözlemler neticesinde Türkiye’deki teknik eğitim ve kuruluşların genel durumu hakkında bir rapor hazırlamış; XX. yüzyılda bilim sahasında dünyada yaşanan gelişmeleri tespit ederek Türkiye’nin bu konudaki eksiklerini ve bunların düzeltilmesi için yapılması gerekenleri ortaya koymuştur. Rapor her ne kadar özelden teknik eğitime dair görüş ve önerilerden oluşsa da Türkiye’de bilim anlayışı, bilimsel araştırmalarının yöntemi ve genel eğitim sistemi hakkındaki görüş ve önerilere de yer vermiştir. Bu tespit ve önerilerin günümüz dünyası ve Türkiye için halen geçerli olduğunu ve benzer konuların halen tartışılmaya devam edildiğini görmek mümkündür. Dolayısıyla denilebilir ki, bu rapor günümüzde de güncelliğini korumaktadır.

Raporda yer alan genel eleştirilere bakıldığında; eğitim alanında yapılan çalışmaların verimsiz olması, boşa zaman harcanması, eğitim sisteminin ahenksizliği, bilim kurumlarının çoğunda ihtiyaca göre değil iktibas edilen kurumlara benzemek ve üstün görünmek çabasının ön planda olması, kurumların kuruluşundan itibaren durağan bir halde bırakılarak esnek bir yapıya kavuşturulmaması, Türkiye’de teknik eğitim sisteminin ve bununla ilgili olarak da aslında genel eğitim sisteminin istikrarlı ve çağdaş olmaması gibi eleştiriler ön plana

çıkılmaktadır. Özel olarak teknik eğitime dair eleştiriler ise, bu sayılanlarla birlikte, maddi imkânların yetersizliği ve mevcut imkânların da verimli kullanılmaması şeklinde özetlenebilir.

Murat Bey'in raporunda yer verdiği öneriler kısmı ise oldukça önemli ve kayda değerdir. Ona göre, teknik eğitim ve bilimsel araştırmaları "milli bir mesele" olarak ele almak şarttır.

Milli menfaatler gereği olarak görülmesi gereken bilimsel çalışmaların, sanayi kurumlarının gelişmesi için kullanılabilmesi ise ancak bu alanda özel olarak yetiştirilmiş uzmanlara yer verilmesiyle mümkündür. Milli kurumlar bünyesinde yetiştirilecek bilim insanları hem milli menfaatler için çalışacaklar hem de böylece Türkiye için oldukça masraflı olan yurtdışına (Avrupa'ya) öğrenci gönderilerek dışarıya akıtılan kaynaklardan tasarruf edilebilecektir.

Yükseköğretim ve teknik eğitim konularıyla ilgili olarak kurulması tavsiye edilen bu milli kurumlarda "bilimsel araştırma" işleri ihmal edilmemeli, muhakkak devam ettirilmelidir.


Bir diğer öneri, ilim alanlarında uzmanlaşma meselesi hakkındadır. Hem kurumlar hem de bireyler için dar bir alanda uzmanlaşma prensibi benimsenerek hem kurumlarda yapılan çalışmalarda hem de öğrencilere verilen eğitimde bu hususa dikkat edilmeli, farklı uzmanlık alanlarında elde edilen bilgilerin bir araya getirilerek tartışıldığı "Yüksek Maarif Meclisi" gibi üst yapılanmalar meydana getirilmelidir.




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An Investigation of The Human Rights, Citizenship and Democracy Textbook in Terms of Respect for Differences*

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Abstract

The aim of this study is to examine the value of respect for differences in the fourth grade human rights, citizenship and democracy textbook. Qualitative research method was used in the study and document analysis technique was used. The data collection tool is the Respect for Differences Textbook Review Criteria, which was developed by researchers. The data of the research; gender, disability, family and social structure and cultural structure dimensions were obtained through descriptive analysis. As a result of the analysis, in the gender dimension; it has been seen that males are given more space than females in line with the distribution of genders, gender distribution of occupations, gender distribution in games, and gender distribution of subjects. In the dimension of disability; in line with the distribution of disability representation, the distribution of disabled people in social life and the distribution of different disability situations, only orthopedically disabled individuals were included, and the representations emphasized the participation of disabled individuals in life. In the dimension of family and social structure; it has been seen that the nuclear family representation regarding the distribution of different family types and their distribution according to the rural-urban living area is included, and urban representations are included as the living space. All books taught at primary school level, especially life sciences, can be examined in terms of respect for differences.

Keywords: Respect for differences, gender, disability, cultural structure, social structure.

Introduction

Increasing social harmony and solidarity, intercultural empathy and interaction between groups are among the main goals of human rights education. Sensitivities, consciousness, love, respect and tolerance towards human rights and their concepts are gained through education. It is essential to note that human rights education is a prerequisite for acquiring knowledge about human rights (Üste, 2007). Human rights education aims to provide individuals with the skills to live together. These skills, along with the individual's ability to empathize, can be built on a solid foundation of being free from prejudices and respecting human rights and values. (Eğimli, 2011). The values targeted within the Human Rights, Citizenship, and Democracy [HRCD] Curriculum are considered as structures that strengthen and regulate individual and social relations, and they have been structured accordingly.

Diversity is the blending of ethnic background, belief, age, gender, demographic structure, physical ability, working experience, personality, family, educational status, lifestyle and similar situations of individuals within a group or community. Respect for differences means accepting these blended elements as normal and accepting the person just because he is human (Caposvki, 1996; cited in Kanath, 2018). Negative attitudes and ways of thinking such as prejudice, stereotypes, discrimination and microaggressions that may arise when there is no respect for differences; these are patterns of destructive behavior directed towards those who are different such as gender, disability, race, age, language and cultural origin. Instead of marginalizing differences, embracing them as values and seeing them as an element of wealth will ensure the development of equality, justice and democracy. The approach of respecting differences, which is seen as approving differences, also prevents individuals from assimilating into the dominant culture by preserving their identities (Sürgevil, 2008). Additionally, many conflicts between individuals in social life can be prevented by respecting differences (Okay,

et al., 2001). In order to live together in harmony, accepting differences as natural processes and normalizing them without identification should be considered as a method (Çayır & Hancı, 2022). Approaches such as multicultural education, inclusive education, integrated education and differentiated education offer solution suggestions on how to include differences in education (Aykut, 2019; Kanathı, 2018; Nohl, 2009; Ünal, 2019). The education system is also entering a transformation process as issues such as human rights education regulating the relations between the individual and society, equality of opportunity in education, learning needs of students with special needs, inclusiveness and the right to education gain importance.

Considering the mass dimension of education, textbooks are the most useful and economical means of transferring knowledge and values. In this context, textbooks have the quality of being a tool for values education. As a matter of fact, with the curriculum change in 2017, in the press release of the Board of Education, it was stated that "unlike the previous curriculums, values and value education constituted the main focus of the curriculums in the renewed curriculums ". It is observed that values education is included in the published textbooks and in the curriculum published after the program change (Ministry of National Education [MoNE], 2017). Textbooks play an active role in the formation of social identities, meanings, and personalities through representations. Textbooks and curricula should appropriately reflect the diversity of different student groups and use inclusive language, free from prejudices (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020). Efforts to examine and revise textbooks began after the devastating effects of World War I on nation states. The League of Nations conducted efforts to identify and remove factual errors, foreign animosity, misleading prejudices, intentional omissions, and distortions in the textbooks of hostile countries (Pingel, 2003). With these efforts, the aim was to use education and textbooks as a means to achieve social peace. In 1974, in line with UNESCO Recommendation on Education for International Understanding, Cooperation, and Peace, as well as Human Rights and Fundamental Freedoms, it was stated, 'Member States should take appropriate measures to ensure that educational materials, especially textbooks, are free from elements prone to misunderstanding, mistrust, racist reactions, hatred or contempt towards other groups and individuals.' Textbooks used in schools can promote or hinder the development of trust and mutual understanding between diverse individuals and communities (UNESCO, 2021).

Textbooks can have more impact as educational materials than just conveying facts, and they offer great opportunities. The extent to which the understanding of self in textbooks includes other identities and how it presents different groups should be the subject of examination (Pingel, 2003). When the studies on textbooks in our country are examined, values education (Candan and Ergen, 2014; Deniz and Karagöl, 2018; Kaygana, et al., 2013; Keskin, 2015; Özkaya and Duru, 2020; Şahin and Ersoy, 2012; Yaman, et al., 2009), gender (Asan, 2010; Bağlı and Esen, 2003; Bayhan and Çimen 2018; Çayır, 2014; Demirel, 2010; Demirhan, 2021; Eyüp and Kırbaşoğlu, 2011; Gümüšoğlu, 2016; Sarıtaş and Şahin, 2018; Yorgancı, 2008) and disability (Can et al., 2017; Çayır, 2014; Ergün, 2017). Especially when studies conducted in the context of gender and disability are examined, it is seen that representations are limited and inequalities are encountered. This situation may cause inequalities to continue and not be visible through educational materials in schools where

social life is built. There are studies examining the human rights, citizenship and democracy textbook in the context of values (Kuzucu, 2018), gender (Demirhan, 2021) and child participation rights principles (Buğday & Küçükoğlu, 2017). However, when the human rights, citizenship and democracy textbook and studies on respect for differences were examined, no study was found in the textbooks examining the value of respect for differences.

Respect for diversity in educational environments and textbooks points to diversity and learning opportunities that will create the basis for practices of living together (Esen, 2003). It can be used as a tool to gain respect for differences by including the representation of differences in the texts and visuals in the textbooks. In this context, this study is important because it is thought that examining the value of respect for differences in the HRCD textbook will contribute to the literature in terms of providing information to textbook authors and teachers and creating a resource for future research on the subject. The main purpose of the research is to examine the 4th grade primary school human rights, citizenship and democracy textbook in terms of the value of respect for differences.

With this aim, the following questions have been addressed:

1. In the HRCD textbook regarding gender roles:
 - 1.1 How is the distribution?
 - 1.2. How are they represented in texts and visuals?
2. In the HRCD textbook regarding disability:
 - 2.1. How is the distribution?
 - 2.2. How are they represented in texts and visuals?
3. In the HRCD textbook regarding socio-economic structure:
 - 3.1. How is the distribution?
 - 3.2. How are they represented in texts and visuals?
4. In the HRCD textbook regarding cultural structure:
 - 4.1. How is the distribution?
 - 4.2. How are they represented in texts and visuals?

Method

Model of the Research

The study examining the value of respect for differences in the 4th-grade HRCD textbook utilized the document analysis technique. In qualitative research, documents serve as important sources of information. The determination of which documents are significant in research is closely related to the research problem. Yıldırım and Şimşek (2018) stated that in research related to education, textbooks, curriculums, and other official documents related to education can be used as data sources. Videos, photographs, or other readable qualitative data are suitable for conducting content analysis (Berg & Lune, 2015).

Document

In this study, the fourth grade primary school human rights, citizenship and democracy textbook was used as a document. The reason for using this textbook in the research is that the objectives targeted in the curriculum are aimed at developing positive attitudes towards differences on the basis of human rights and have achievements directly related to respect for differences. The book under review, written by Altay, et al. (2017), was accepted as a textbook with the decision of the MoNE , Board of Education and Discipline numbered 78 dated 28.05.2018.

Data Collection Tool and Data Collection

In this research, which aims to examine the value of respect for differences in the fourth grade primary school human rights, citizenship and democracy textbook, a literature review was first conducted and the literature on the subject was accessed. As a result of the literature review, the sub-dimensions of the value of respect for differences that will be examined in the book were determined and the Textbook Review Criteria for the Value of Respect for Differences were created. Criteria; it was prepared by taking the opinions of four experts (two professors, one associate professor and one research assistant). Value of Respect for Differences Textbook Review Criteria; it was discussed in the dimensions of gender, disability, family and social structure, and cultural structure. In the gender dimension; the following titles are included: including gender distribution in countable items, gender representation in different professions, games played by children not containing gender codes, and positive discrimination in the gender distribution of the subjects in the book. In terms of disability, The following headings are included: including the representation of disabled individuals, including the needs of disabled people for their active participation in life, and including different types of disabilities. In the family and social structure dimension; included in the section are the inclusion of different family types other than the nuclear family, and the representation of individuals living in rural-urban living areas. In the cultural structure dimension; the representation of different cultural structures and the elements they contain are included, as well as context titles where different cultures are discussed. The data for the study were obtained in line with these criteria. While collecting data, a tally table was created for each dimension and a scratch was made for each data. At the same time, tables were created for each dimension using the Excel program. These tables are included in the findings section of the research.

Analysis of Data

Descriptive analysis was used to analyze the data in the study. The main aim in descriptive analysis is to present the obtained data to the reader in an organized and evaluated way. The data obtained for this goal are first described systematically and clearly. These descriptions are then explained and interpreted, cause-effect relationships are investigated, and various conclusions are reached (Yıldırım & Şimşek, 2018).

The study included different strategies in terms of validity and reliability studies. Yıldırım and Şimşek (2018) stated that requesting review from people who have general knowledge about the research topic and are experts in qualitative research methods is one of

the precautions to be taken regarding credibility. In this context, expert opinion was taken during the development of the data collection tool, and the Respect for Differences Textbook Review Criteria were rearranged in line with the expert opinion. In this context, it was aimed to ensure validity in the study by consulting expert opinion, one of the credibility strategies. In order to ensure consensus among the coders in terms of reliability studies, the texts and visuals in the book were examined independently by two coders in line with the examination criteria of respect for differences. The fact that the coding is done by two separate researchers ensures reliability in coding. In qualitative research, reliability generally means the stability of data sets in the answers of more than one coder (Creswell, 2013, p.253). In addition, the effect of consensus and disagreement on the reliability of the research was calculated by using Miles and Huberman's (1994) reliability formula ($\text{Reliability} = \frac{\text{Consensus}}{\text{Consensus} + \text{Dissent}} \times 100$). As a result of the calculation, it was seen that there was a 91% consensus. Miles and Huberman recommend 80% agreement (Creswell, 2013). As a result of the comparison of the codings, it was seen that they were consistent with each other. During the analysis of the data, each dimension was specified on a table created in the Excel file. In order to ensure the internal reliability of qualitative research, the researcher should present the data obtained through observation, interviews and documents to the reader without comment and then include his/her interpretation (LeCompte & Goetz, 1982; cited in Yıldırım & Şimşek, 2018). In this context, the study should first include the findings with direct quotations. It is one of the strategies to ensure reliability.

Descriptive analysis was used to analyze the data. Different strategies were employed in terms of validity and reliability studies in the study. Expert opinions were sought in the process of developing the data collection tool, and based on these expert opinions, the Criteria for Examining Respect for Differences Value in Textbooks were reorganized. In this context, by resorting to expert opinions as part of credibility strategies, validity in the study was aimed to be ensured. In terms of reliability studies, to establish inter-coder agreement, the texts and visuals in the book were independently examined by two coders based on the criteria for assessing the value of respect for differences. During the data analysis, each dimension was specified on a table created in an Excel file. In the study, one of the strategies for ensuring internal reliability is to primarily present the findings with direct quotations.

Ethical Permits of Research:

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

Ethics Committee Permission Information:

The research does not require ethics committee approval because it consists of completed documents that are registered and publicly available. In this article, the journal writing rules, publication principles, research and publication ethics rules, and journal ethics rules were followed. The responsibility for any violations that may occur in relation to the article rests with the author.

Findings

In this section, the findings obtained from the analysis of the data are presented under headings corresponding to the sub-objectives of the research. In the dimension of gender, the distribution of genders, the gender distribution of occupational representations, the gender distribution in games, and the gender distribution of individuals are presented in line with the sub-objectives. Regarding disability, findings are provided on the distribution of disability representations, the distribution of individuals with disabilities in social life, and the distribution of different disability conditions. In the dimension of family and social structure, findings are presented regarding the distribution of different types of families and their distribution according to rural-urban living areas. In the cultural structure dimension, findings related to the representation of different cultural structures and the portrayal of different cultures are provided, and finally, findings related to the emphasis on respect for differences are presented.

Findings Regarding Gender

In this category, findings regarding the distribution of the elements, professions, games and subjects in the text and visuals in the book according to gender and how they are depicted are included. The distribution of gender representations in the visuals and texts in the book is given in Table 1.

Table 1.

Gender Distribution in Text and Visuals

	Female	Male
Texts	9	13
Visuals	111	172
Total	120	185

When Table 1 is examined, it is observed that females are mentioned 9 times in the text, while male are mentioned 13 times. In visuals, females are represented 111 times, and males are represented 172 times. The gender distribution of occupational representations in the text and visuals of the book is provided in Table 2.

Table 2.

Distribution of Profession Representations by Gender

Profession	Female		Male	
	Texts	Visuals	Texts	Visuals
Judge	-	-	-	1
Teacher	-	4	-	1
Clerk	-	1	-	-
Librarian	-	1	-	-
Football player	-	-	-	2
Referee	-	-	-	1
Theater actor/actress	-	1	-	1
Journalist	-	-	-	1
Canteen attendant	-	-	-	1
Traffic police	-	-	-	1
Farmer	-	-	-	1
Repairman	-	-	-	1
Worker	1	-	2	-
Driver	-	-	1	-

*Worker: Those who include statements about their business life but do not emphasize their professions.

When the profession representations in the book are examined, it can be seen in Table 2 that 14 different professions are included. In the profession representations in the visuals; females are mentioned 8 times and males are mentioned 11 times. In the texts; females are included once, males are included 3 times. All profession representations in the texts are included in the evaluation question statements. In addition, when looked at in the context of professional diversity; it is seen that females are given a place in 5 different professions, while males are given a place in 12 different professions. Of males; it has been determined that they are represented in professions such as judge, referee, traffic police, journalist and farmer. It was determined that females were represented in professions such as teachers, clerks and librarians. Gender distribution in the games included in the texts and visuals in the book is given in Table 3.

Table 3.

Gender Distribution in Games

	Girls	Boys
Texts	2	3
Visuals	15	33

When the gender distribution in the games in the texts in the book is examined in Table 3, it is mentioned that 2 girls and 3 boys play together in only one text. In the visuals; it was determined that girls were shown in the game 15 times and boys were shown 33 times. In the book, it is seen that boys are shown playing more games than girls.

Figure 1.
Children of Different Genders Playing Together (p.33)



The findings about the games in the book were obtained from visuals. The group playing in the two visuals consists only of boys. In addition, it is supported by a visual text. In the visuals shown in Figure 1, where children play together in the playground; while the boys are playing with a ball, the girl is depicted with her doll in her hand.

Figure 2.
Children Looking for Solutions for the Playground (p.35)

Activities

Play Ground

Doğa, Tuncer, Nehir, Bora and Sevinç are friends who live in the same neighborhood, go to school together and play together.

Their families do not allow them to play on the street because there is no place where they can play safely in their neighborhood. They are looking for a solution to this annoying situation.

One day, while they were sitting on the balcony, Doğa shouts, "I found it!". Others begin to listen to Doğa with curiosity. Doğa says "Friends, let's ask the municipality to build a park in our neighborhood where we can play.". Sevinç asks "But who would listen to us?"

Doğa...

A colorful illustration of a city street scene. In the foreground, a group of five children (three boys and two girls) are standing and talking. One boy is pointing towards a sign on a building. In the background, there are colorful buildings, cars, and a bus. The scene is set in an urban environment.

How Doğa might have responded? Write.

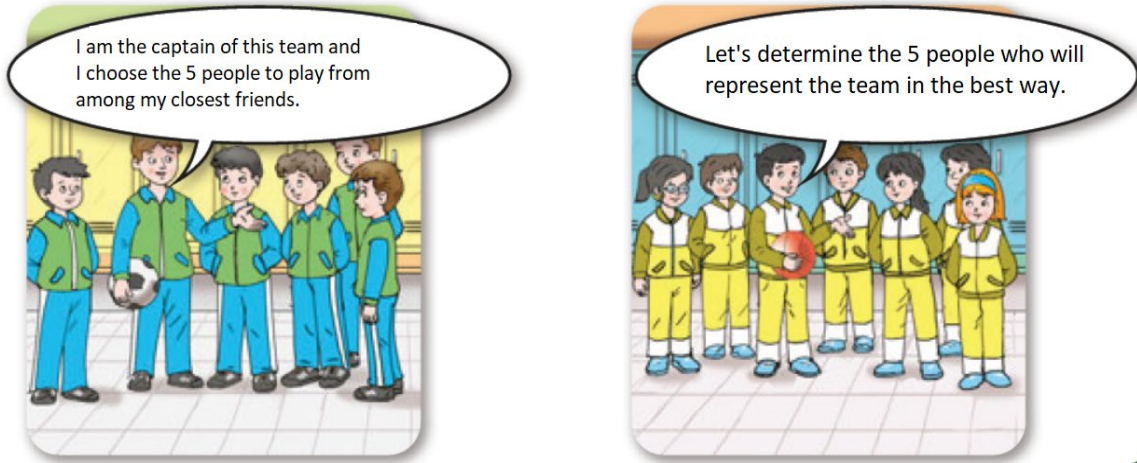
.....

.....

As a responsible citizen, we must follow the legal process of seeking our rights. We must be courageous in this regard and encourage the people around us.

The event was about a group of friends searching for a safe playground amid the urbanization problem; while the student who produces solutions and seeks rights is represented as a boy, it is seen that the girl responds in a courageous and insecure manner when it comes to seeking rights. The statement below the event refers to the fact that the girl student's response was discouraging.

Figure 3.
Boys' Football Team and Mixed Basketball Team (p. 53)



The students who will play football consist entirely of boys. Although the students who will play basketball have a mixed gender structure, the team leader is depicted as a boy. Information about the distribution of the subjects in the texts and visuals in the book according to gender is given in Table 4.

Table 4.
Distribution of Subjects by Gender

	Females	Males
Texts	3	11
Visuals	9	19

As the subject in the texts in the book; it can be seen in Table 4 that females are included three times and males are included 11 times. In the visuals, females were recorded 9 times and males 19 times. Males; identity sample, a student speaking in the classroom, a child thinking about freedom, a refugee child, a child looking for a solution for the playground, a judge, a traffic police officer who fines a driver who does not comply with the rules, a football referee showing a red card to a football player in a match, a journalist interviewing in a disaster area are reflected as subjects in the reports has been detected. As for females; the teacher, a girl reminding her of her rights, a child thinking about human responsibilities, a teacher talking about the right to education, and an old woman damaged by a natural disaster roles are included as the subject.

Findings Regarding Disability

In this category, the texts and visuals in the book include findings regarding the distribution of disabilities, the participation of disabled people in social life, and the necessary arrangements for the participation of disabled people in social life. The distribution of disabled representation in the texts and visuals in the book is given in Table 5.

Table 5.
Disability Representations

	Disabled individual
Texts	2
Visuals	2

As seen in Table 5, when the texts and visuals in the book are examined, it is seen that disability is mentioned four times, twice visually and twice in the text. There are four disabled characters in two visuals in the book. All disabled characters are children. Looking at the gender distribution, it can be seen that there is one girl and three boys. Gender is not specified in the disability expressions in the texts. The only disability type included in the book is orthopedic disability, which requires a wheelchair. Although other types of disabilities are not included, it has been determined that the phrase “individuals with special needs” is included. Information about the distribution of disabled individuals in the spaces and social life in the texts and visuals in the book is given in Table 6.

Table 6.

Distribution of Disabled Individuals in Social Life

Disabled individuals locations	Texts	Visuals
School	1	1
Cinema	1	-
Theatre	-	3

When Table 6 is examined, when the places where disabled people are represented in the texts and visuals in the book are examined; there are representations of people going to school, spending time with their friends in the school garden, and going to the cinema and theatre. It is seen that disabled people are given a place in public spaces and therefore they participate in social life. When the representations of disability in the texts and visuals in the book are examined, the emphasis on participation in social life and the necessary regulations for this is remarkable in all representations, as seen in Figure 4 and Figure 5. Examples in the book regarding the necessary arrangements for the participation of individuals with disabilities in social life are directly given below:

“Various arrangements should be made so that individuals with special needs can take a more active part in life. With these regulations, individuals with special needs can easily go to school, cinema, theater and parks without needing anyone else’s help.” (p.47).

“Beril and Özgürcan went to the cinema with their mother and father. They were waiting for the movie to start. Meanwhile, they saw that a person with special needs could not climb the stairs. They were upset about this situation. What are your solution suggestions to be fair towards people with special needs? Please tell me.” (p.49).

“You realized that there is no ramp for your disabled friends on the road to school that you use every morning and that they are having difficulty on this road.” (p.97).

Figure 4.
Students Spending Time in the School Garden (p.34)

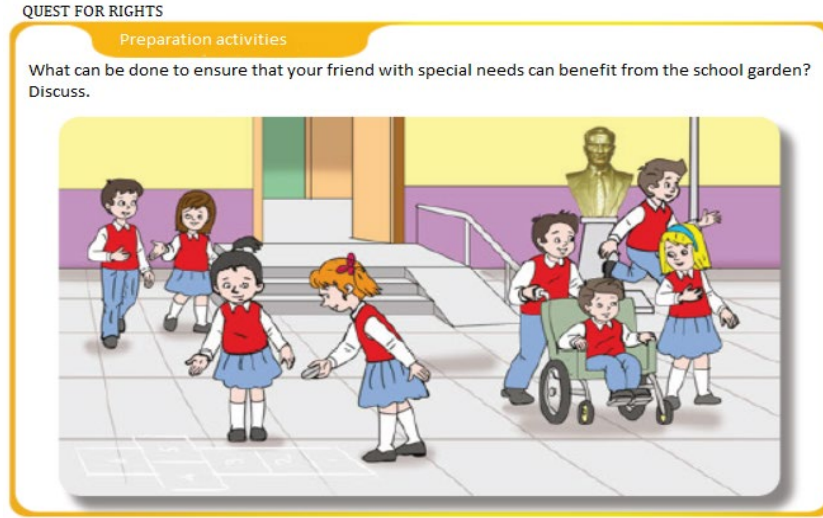
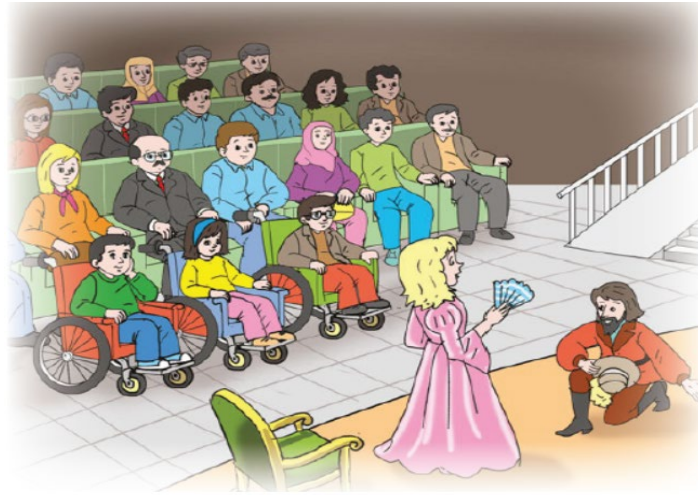


Figure 5.
Individuals with Disabilities Watching Theater (p.47)



Various arrangements should be made so that individuals with special needs can take a more active part in life. With these arrangements, individuals with special needs can easily go to school, cinema, theater and parks without needing help from anyone else.

In Figure 4 and Figure 5, disabled individuals are seen in the schoolyard and theatre. In the visuals, it can be seen that disabled individuals are individuals who do not need help and actively participate in life independently when the necessary arrangements are made. Information on the distribution of different disability representations in the texts and visuals in the book is given in Table 7.

Table 7.
Distribution of Disability Situations

Types of disabilities	Texts	Visuals
Orthopedic disability	2	4
Mental disability	-	-
Hearing impaired	-	-
Visually impaired	-	-

As seen in Table 7, disability in the book is represented only by orthopedic disability (wheelchair). It is observed that solution suggestions regarding the participation of individuals with orthopedic disabilities in social life are repeatedly limited to the ramp. On the other hand, while the disabled individuals in the visuals have orthopedic disabilities, the text supporting the visual includes the definition of “special needs” for the same individual. In the book, disabled individuals are defined as individuals with special needs.

Findings Regarding Family and Social Structure

In this category, related to family and social structure; the representation of individuals in rural and urban living areas and findings regarding different family types were examined. Information about the distribution of rural and urban living areas in the texts and visuals in the book is given in Table 8.

Table 8.

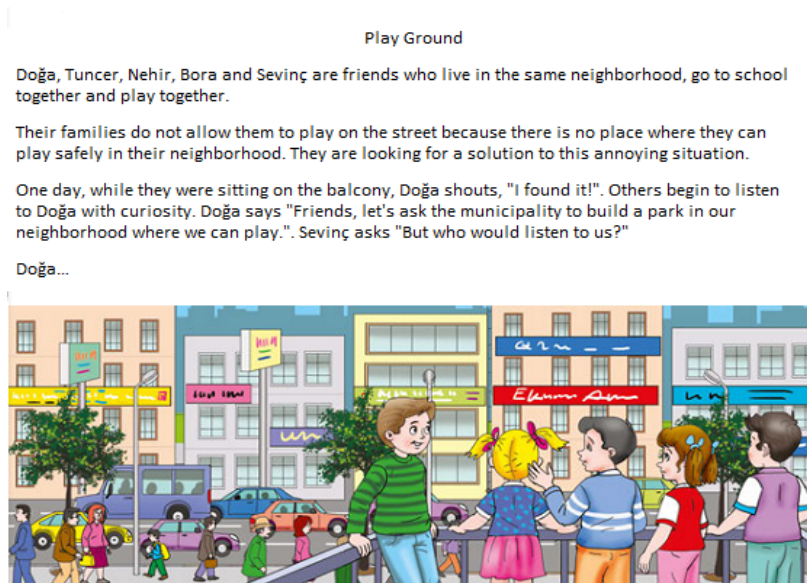
Distribution of Individuals in Rural and Urban Living Areas

	Texts	Visuals
Rural living area	1	2
Urban living area	3	6

When Table 8 is examined in terms of the representation of rural living areas in the book, it is determined that rural living areas are included once in the text and the visual that supports it, and once in the visual alone. Findings regarding rural life; the contents are about a girl carrying a brick on her head and Somali people who have water problems. When we look at the representation of urban living areas, it is seen that it is included twice in the text, once in the narrative where the text is supported by visuals, and five times only in the visual. The places in the book such as theater and cinema halls, hospitals, libraries, traffic, courts, restaurants and football fields are representations of urban life.

Figure 6.

Children who have no Safe Playgrounds in Urban Life (p.35)



The visual of students searching for a solution to find a safe playground, represented in Figure 6, constitutes one of the most concrete examples of urban living spaces. Information

about the representation of different family types in the texts and visuals in the book is given in Table 9.

Table 9.

Distribution of Different Family Types

	Texts	Visuals
Nuclear family	2	-
Extended family	-	-
Single-parent family	-	-
Childless family	-	1

When the texts in the book were examined, it was seen that the nuclear family example was included in two activity questions, as seen in Table 9. When the visuals were examined, it was seen that an example of a childless family was included. It was observed that there was no content regarding extended family or single-parent family types. However, the word “family” appears 23 times in the entire book.

Figure 7.

Example of a Childless Family (p.64)

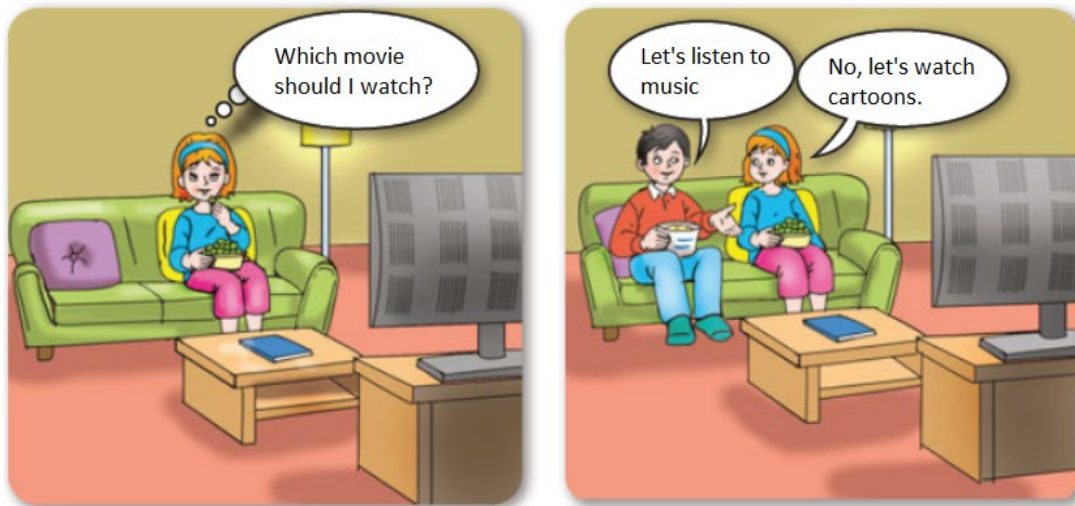


Figure 8.

Our Responsibilities towards the Family (p.28)



One of the responsibilities of a person towards himself is to protect his physical and mental health, to educate himself and turn towards the right and good, to use his time efficiently and to live in a way that befits human dignity.

Showing respect and love towards family members, fulfilling their duties and responsibilities within the family, acting honestly, being in cooperation and solidarity with family members are among the responsibilities of a person towards his family.

Respecting the thoughts and rights of their friends, appreciating their success and positive behavior, and not sharing their secrets with others are among people's responsibilities towards their friends.

Regarding the concept of family, as seen in Figure 8; it has been determined that it is included in the context of responsibilities towards the family, family unity, cooperation within the family and joint decision-making.

Findings Regarding Cultural Structure

The contents of the book in this category are; it was examined in terms of the representation of different cultural structures and the context of processing different cultures. The distribution of the texts and visuals in the book regarding the representation of different cultures is given in Table 10.

Table 10.
Distribution of Different Cultures

	Different cultures
Texts	4
Visuals	3

When Table 10 is examined, it is revealed that the texts and visuals in the book include different cultural representations three times, supported by visuals within the texts. It is defined once and included in the text. Findings regarding the representation of different cultures; the refugee student who had to leave his country with his family due to the war in his country, a group of Somali people who have drought problems due to climate change, are examples of the definitions of refugee and haymatlos.

Figure 9.
Definition of Refugee and Haymatlos (p.91)

Refugee: It is defined as a person who is forced to leave their country due to cruelty and oppression.

Haymatlos: It is defined as a person who is not a citizen of any country, has been deprived of citizenship, or has become stateless for other reasons.

Activities

Complete the sentences according to your feelings and thoughts.

Country for me

Because.....

Become a citizen for me.....

Because.....

In the book, in the Living Together unit, it is seen that Refugees and Haymatlos (stateless) are defined within the scope of the subject of Our Country. Although the term ethnic and cultural origin is not included in the definition of refugee and haymatlos, a refugee represents a different ethnic and cultural origin for the country of origin. In this context, it is among the findings from different cultures. No cultural activity was included before and after

the definitions of refugee and homeless, and it seems that the definitions were included in the context of homelessness. It is seen that the findings regarding different cultural elements are discussed in the context of cooperation, empathy and homelessness. Below are examples of the context in which different cultures are discussed. It is discussed in the context of “assistance” with Somali people affected by drought due to climate change.

Figure 10.

Hüseyin, who Took Refuge in Our Country due to the War in His Country (p.32)

Activities

Read the life story of Hüseyin, who had to leave his homeland. Answer the questions given based on this story and write them in the relevant spaces.



Hüseyin and War

"My name is Hüseyin. I am ten years old. A year ago, we had to leave our country due to the war and we took refuge in Turkey with my family. I was going to the second grade in my country, but my school was bombed. I could not go to school for a year. Now I am going to school in Turkey. I am very pleased with my school and the attention of my teachers. But since I do not know Turkish, I have difficulty in following and understanding the lessons. I can't communicate with my teachers and friends either. I miss my country that I had to leave and my friends there. I pray every day that there will be no war in the world.

Zeynep and Bedi were very impressed by what Hüseyin told them. Even though they had been in the same class with Hüseyin for five months, they realized that they did not know or understand him at all. When they went home in the evening, their absent-mindedness caught the attention of their parents. Their father asked, "Hey kids, you look calm. Did something happen at school?"

1. What could Zeynep and Bedi have answered? Write.
.....
2. How would you feel if you were in Hüseyin's place?.....
3. How can we help people in similar circumstances to Hüseyin?.....

Telling the story of Hüseyin, who had to leave his country with his family and take shelter in our country due to the war that broke out in his country, was discussed in the context of “solidarity and empathy” for Zeynep and Bedi. Although there is no statement about poverty in the text, the visual used creates the image that Hüseyin is poor. It can be seen that the text and visuals in the book include two examples that convey the message of individuals with different ethnic cultures living together. Examples of the message of living together with different ethnicities and cultural elements are given in Figure 11 and below. The feelings of classmates Zeynep and Bedi about Hüseyin, who had to leave his country due to the war, point to the values of contact, solidarity and empathy necessary to live together.

“Zeynep and Bedi were very impressed by what Hüseyin told them. Even though they had been in the same class with Hüseyin for five months, they realized that they did not know or understand him at all. When they went home in the evening, their absent-mindedness attracted the attention of their parents (p.32)”.

Figure 11.

Black Boy Standing in the Park (p.33)



The visual shown in Figure 11, which shows the black boy outside the children playing in the park and the girl extending her hand to him, constitutes an example of children from different cultures playing together.

Discussion and Conclusion

There are many studies that contribute to the literature by examining textbooks in different contexts. It is necessary to think about the possibilities of educating differences and living peacefully together with differences in the world and in our country. Based on this necessity, it is important in what context the differences are included in the textbooks in which life practices are reproduced. In this study, the 4th Grade Human Rights, Citizenship and Democracy book was examined in five categories in terms of the value of respect for differences. These categories consist of emphasis on gender, disability, social structure, cultural structure and respect for differences. The findings of the research were discussed in a way that reflects a holistic view of how the value of respect for differences is addressed in the book and what kind of framework it is handled within the context of the determined categories.

In the book, first of all, under the category of gender; the gender distribution of roles, profession representations, distribution of games in the context of gender and the subject status of genders are included. Determining the data regarding the gender context in the book aims to identify explicit and implicit discourses regarding gender equality or inequality and to eliminate these discourses. The findings regarding the quantitative gender distribution in the book show that the number of males and females is not equal in the texts and visuals. Males are given more space than female in the book. The fact that gender representation is in favor of males indicates that females are less visible in the book. Numerically equalizing female and male, girls and boys in terms of gender in the names, pictures and all countable elements and units in the book creates at least a quantitative equalization in its simplest form (Bağlı & Esen, 2003). In Asan's (2010) study examining sexism in primary school textbooks and teachers' perceptions of sexism; it was observed that in 30 of the 35 textbooks, there were more pictures of boys than pictures of girls. In their study where Bayhan and Çimen (2018) conducted a comparative analysis of the textbooks used in 2016 and 2017 in terms of gender after the 2017 program change, they determined that females were less visible. In Yorgancı's (2008) study examining the construction of gender roles in primary school textbooks, it was determined that boys were given more space in all textbooks. In their study where Eyüp and Kırbaşoğlu (2011)

examined gender roles in primary school Turkish textbooks, they stated that female figures were less present and male figures were more prominent, and in this context, there was gender discrimination in the examined textbooks. Demirel (2010), in his study examining gender discrimination in social studies textbooks, stated that males are included more than females and females are made invisible. It is seen that the findings of the study overlap with the aforementioned studies. This situation points to gender discrimination against females in textbooks that present an image of social reality, consisting of small representations of social life (Anderson & Hamilton, 2005; Tietz, 2007). As stated by Demirhan (2021) in his study titled Curriculum and Textbook Review in Terms of Gender Equality, one of the textbook review criteria of the Board of Education is "A reasonable balance should be observed in terms of the distribution of men and women in the examples given and the characters used." it is against the article.

Depending on the first category of the study, the second evaluation consists of findings regarding gender distribution in professions. In the book, females are represented in four professions, while males are represented in thirteen professions. While females are represented in the professions of teacher, clerk, librarian, and theater actress; it was observed that males were represented as judges, journalists, referees, traffic police, football players, repairman and canteen attendants. In addition to being represented in more professions in quantitative terms, the fact that males are represented in powerful decision-making, rule-making professions that are mostly identified with being male is a finding that strengthens the social patriarchal mindset. Females in the book; it is represented by figures such as theater actors, teachers, librarians and clerks. Apart from theater acting, the profession representations in the book support the stereotype of "professions suitable for females", which include passive roles such as compassion, motherhood and care responsibility. This directly or indirectly reproduces patriarchal gender roles and serves an important function in the construction of identities. Because textbooks reveal the most generally accepted norms regarding gender, as in every subject. Four of the five teacher figures in the book are females. According to Bağlı and Esen (2003), considering the fact that females are confined to the teaching profession in textbooks, it is observed that teaching is an element that strengthens sexism. The stereotype that teaching and being a woman is identified with caring responsibilities and compassion has been reinforced as "the most suitable profession for women". This situation causes being a male teacher to be considered an exceptional situation, especially in the fields of pre-school and classroom teaching working with young children. In Özdemir's (2018) study examining gender roles in mathematics textbooks, it was determined that males were included 71 times and females 19 times in professional representations, and that males were represented in more professional fields. In Asan's (2010) study, females are more likely to work in professions that are associated with domestic care roles, such as housewife, teacher, doctor, and nurse; it has been determined that males are represented in professions that require power and authority, such as school principals, mechanics, and managers. The results of Bayhan and Çimen (2018) on gender in changing textbooks, Demirel's (2010) on gender discrimination in social studies textbooks, Demirhan's (2021) on curriculum and textbook review in terms of gender equality, Eyüp and Kırbaşoğlu's (2011), on gender roles emerging in primary school Turkish textbooks, Gümüšoğlu's (2008) gender in textbooks,

Sarıtaş and Şahin's (2018) gender roles in life sciences textbooks, Yorgancı's (2008), the construction of gender roles in primary school textbooks, Karaboğa's (2020) on gender roles in social studies textbooks are in parallel with the findings of this study and support stereotypes about the gender of profession representations in textbooks. In addition to these studies, Çayır (2014) in the Human Rights in Textbooks III project, in which the textbooks used in the 2012-2013 academic year were examined; he stated that there were improvements compared to the previous screening results, and that professions that were not associated with being a woman, such as referee and firefighter, were included. The findings regarding profession representation in the book do not support this finding of the study. In the book, the subject of professions is an area that can be considered as an opportunity to break stereotypes. It can be said that the image of femininity can be strengthened by including role models such as female heroes.

When we look at the distribution of the students shown in the game in the book, it was determined that boys took part in the game 33 times and girls 16 times. Male figures are seen playing hide and seek, dodge ball, football and basketball. Girl figures are seen playing park games, hopscotch, basketball and playing with dolls. Based on the fact that the individual exists in gender roles from the moment he is born, play is a very important tool in constructing gender roles. As stated by Gümüšoğlu (2008, p.40), "Everything, from children's diet to their clothes, toys, books, cartoons, computer games, to the textbooks they encounter when they first step into school, is loaded with images that are assumed to be suitable for both genders." "This is a process in which children who have taken their first step into primary education are socialized into passive and weak women and active and strong men." In terms of quantity, the fact that there are more boys strengthens the stereotype that play is an action mostly carried out by boys. This situation suggests that girls have domestic responsibilities at home. In the book, the children who think about playing chase and hide and seek are entirely boys. Again, the fact that all children playing football are boys leads to the perception that football is a game only men can play. This situation strengthens the stereotype that games that require movement are men's games. The fact that the basketball team is mixed creates the perception that basketball is a more flexible sport. In addition to all this, the fact that girls and boys play together in most of the book is valuable in that it gives the message that genders are not grouped and that cooperation and communication should be open.

When we look at the gender distribution of the subjects in the books in the gender category, it was determined that males were the subjects in 17 places and females were the subjects in 7 places. The reason for looking at the gender of the subjects in the book is that positive discrimination is a tool to achieve gender equality. Instead of equating males and females, girls and boys in quantitative terms in books; it is thought that showing females and girls more and presenting them as subjects will provide them with an advantage in terms of positive discrimination (Bağlı & Esen, 2003). It can be seen that this opportunity was not used, both quantitatively and in terms of the meanings attributed to the subjects, and the situation was painted in favor of men. Males; it is seen that they are the subjects of powerful decision-making and rule-making figures such as Hacivat and Karagöz, Nasrettin Hodja, Aşık Veysel, judges, referees, students who introduce rights, students who produce solutions on the playground, journalists who conduct interviews, and police who issue traffic tickets. Females,

on the other hand, are seen to be the subjects of figures who undertake the responsibility of care, organize and need help, such as the teacher, the disaster victim, the librarian who reminds the rules, the girl who talks about rights, the mother who encounters obstacles while walking her baby. It is seen that the book is not evaluated in a way that allows positive discrimination by including female subjects both quantitatively and qualitatively. Although implicit as stated by Güvenli and Tanrıöver (2009), the concept of 'symbolic neglect of women' or invisibility developed by Tuchman, et al. (1978) in the field of media analysis is also seen in textbooks. In addition to the fact that female subjects are given little place in the book in quantitative terms, it is seen that the book does not include female poets, painters, writers or scientists who would be role models - other than the co-authors of the book - and their works are not included. This situation, which is parallel to the findings of the study by Kalaycı et al. (2014), not only makes female invisible, but also causes the misconception that there are no role model female characters in real life. While including female subjects in the book, including female characters who will be role models will not only motivate girls, but also contribute to a stronger and equal construction of gender roles. Karakuş and Çoksever (2019) scanned secondary school books in their study titled "Female Heroines as Role Models in Values Education" and found that female heroes were included 28 times. In the Human Rights in Textbooks III project, it was determined that as an improvement compared to the previous screening results, the textbooks included more examples of female role models that would arouse and motivate students' interest and motivation with their achievements and fields of study (Çayır, 2014).

While 24.8% of the population in Türkiye has an education level of high school or above, this rate is 7.7% for the disabled (Menda et al., 2013). Disabled students are one of the groups that need to be included the most because they are disadvantaged compared to other students in terms of both schooling rates and benefiting from school. The fact that disability was included twice in the text and twice in visuals in the study showed that the representation of disability is limited in texts and visual elements. This result overlaps with the results of some studies. In Can et al. (2017) study, where they examined primary school textbooks, they found that disability representation was included at a rate of 1.5%. Bayar and Kurt (2021) reached a similar result in their study.

It is positive in that it is included in different themes such as 'Rights, Freedom and Responsibility, Justice and Equality, Living Together', is perceived as a normal situation in life in general, sees disabled people as a subject of rights, sees disability in the context of justice and equality, and builds on the possibilities of living together. is an indicator. It is valuable that the expressions in the book about disability present a rights-based approach to participation in social life, respect for differences and a perspective of living together with differences.

It is among the findings that only orthopedic disability is included as a type of disability in the book. Ergün and Çayır (2015) stated that textbooks only include physical disability. A similar finding was observed in Can et al. (2017) study investigating disability in textbooks. Bayar and Kurt (2021) found that 35% of the disability representations in the textbooks they examined belonged to orthopedic disabilities. In Taub and Faflink's (2000) study investigating disability in introductory sociology books, it was determined that 29 out of 50 images belonged to an orthopedically disabled individual with a wheelchair. When it comes to disability, the first

thing that comes to mind is a disabled person in a wheelchair. Limiting representations only to orthopedic disability risks reducing the visibility of other types of disability.

When the places where disabled people are located are examined in the book, it is noteworthy that the examples are represented in public spaces such as cinemas, theaters and schools. It is seen that disabled individuals who spend time with their friends in the school garden and go to the cinema and theater are represented. It can be said that individuals represented in public spaces are actively involved in social life. Beckett (2009) states that focusing solely on disability carries the risk of not seeing the public side of disability and ignoring any of the social, cultural, economic, political or environmental barriers that disable an individual. In his study examining the representation of disabled people in textbooks, Ergün (2017) found that disabled people were presented as needy and pathetic, which fed stereotypes. The fact that the representations of disabled people examined in the book are seen as equal individuals in the public sphere coincides with Çayır's (2003) finding that the representations of disabled people in need of help and dependent in the textbooks have changed.

Although the findings regarding the participation of disabled individuals in social life when necessary arrangements are made are limited to the ramp example related to orthopedic disability, it is important that it is an element that is frequently emphasized. Bayar and Kurt (2021) stated that disabled individuals should be taught in active action in textbooks. Tuncer, et al. (2011), in their study titled disability and disability in Turkish textbooks, stated that disability is given a distorted identity and that they are not perceived as social individuals by the society, and that the attitudes in society on this issue should change. In their study examining the attitudes of non-disabled children towards disabled students in England, Beckett and Burgner (2012) stated that 32% of the schools did not have a disability-related resource and that the textbooks did not include "characters like me" in the context of other identities and differences. They stated that this situation does not provide an inclusive environment for current and potential disabled students. In this sense, the representation of disabled people in the book is a positive example as it emphasizes the necessary arrangements for participation in social life.

Findings regarding the representation of rural-urban living spaces, which is the sub-dimension of the Family and Social Differences Category, were obtained from the implicit contents in the visuals and texts. Cinema, theatre, playground, cafe, courtroom, city traffic and football field are the elements that exist in urban life. Çayır (2014) states that some examples in the textbooks (such as village life, etc.) make differences invisible and base their narratives on urban middle class norms. In addition, fourth grade students studying in village schools also use the same book and cannot see any representation of themselves or their immediate surroundings in the book. The extensive use of examples of urban life in the book coincides with the findings of the aforementioned study.

When we look at the findings regarding the representation of different family structures, which is the sub-dimension of the family and social differences category, we see that there is a limited number of data on family representations throughout the book. In addition, statements about the nuclear family structure are included in two activity questions, and an example of a childless family is included in two visuals. Apart from these data, it can be

seen that the word family is mentioned 23 times in the book and an emphasis is placed on family unity and family responsibilities. Bayhan and Çimen (2018) found that extended family examples were included in their studies. They stated that textbooks should not only include nuclear family and extended family representations, but also different family representations in which the mother or father may be single. Sallan, et al. (2018) in their study examining social inequalities in life sciences textbooks; it emphasizes the importance of representing different family types and lifestyles in ensuring that they gain basic habits and become stronger despite their differences, thus realizing the social integration function of education. Gümüšoğlu (2008) stated that children living outside the nuclear family are not included in the textbooks, and children from divorced families are also excluded, and that different family types, adopted children, and children living in orphanages should be included in the curriculum. The book includes a research question about how children living in love homes use their right to education in the context of rights, freedom and responsibility. Although this situation is limited to a single example, it is important in that it includes different representations. Esen (2003) states that the nuclear family is an invariable pattern in the definitions of the concept of family in textbooks. Çayır (2014) stated that including different family types in textbooks is important for students to understand family diversity and to create space for single-parent children to express themselves. In addition, he emphasizes that textbook authors should increase such examples that enrich students' world of thought so that the differences that emerge as people and institutions become heterogeneous in modern society can live together.

It is seen that cultural differences are included four times in the cultural differences category. The findings of the refugee student who had to leave his country with his family due to the war in his country, a group of Somali people experiencing drought problems due to climate change, the definitions of refugees and haymatlos, and the black child who did not participate in the game in the park constitute the cultural differences in the book. Although there is no expression of poverty in the text containing Hüseyin, who had to leave his country with his family and take shelter in our country due to the war that broke out in his country, the visual used gives the message that Hüseyin is poor. This situation causes the stereotype that refugees are poor and in need of help. In the study by Çayır and Hancı (2022) where they examined the representation of refugees in textbooks; it has been determined that refugees are generally represented as "needy" in textbooks. This situation causes refugees to be perceived as homogeneous; they stated that the existence of professional, educated, working and productive refugees makes them invisible and supports negative stereotypes. In addition, representations of different cultures are given in the example of refugees and examples of people experiencing drought problems due to climate change in Somalia, as well as messages about poverty. This situation makes the examples of poverty in our country invisible and externalizes poverty.

It is seen that in the cultural differences category, different cultures are included in the context of "solidarity, cooperation and empath". In the Guide to Making Textbooks Inclusive published by UNESCO (2021), the content of textbooks and learning materials mentions the need to make great efforts to fairly and accurately represent different cultures in society. This requires developing an educational approach that takes into account the diversity and multiplicity of identities that exist in society, and an approach that emphasizes mutual

exchanges and relationships that respect and sustain the characteristics of societies. An education that attaches importance to empathy and mutual understanding will contribute to the revival of civil society by serving social harmony and participation (UNESCO, 2021). When refugee-related content in textbooks is produced based on the perception of need, it causes the reproduction of inequality through empathy, compassion and pity (Çayır & Hancı, 2022). While the text in the book gives equal messages of doing due diligence, the visual used gives the message of poverty. By ensuring visual and text integrity, a rights-based refugee message can be given in the book, away from pity. The narratives in textbooks are important in establishing equal relationships with students from different cultures who share the same class. Esen (2003) states that the complex cultural, economic and political processes that constitute the social structure in a certain period constitute the set of information and values in textbooks. Türkiye is the country that hosts the highest number of refugees in the world, with 3.7 million Syrians and refugees from different nationalities. Based on this fact, one of the changes in the 2017 curriculum change is the inclusion of refugees in the textbooks (Çayır & Hancı, 2022). Regarding the inclusion of differences in the press release of the new curricula, "While implementing the program, the focus was on being inclusive of all kinds of differences and protecting care/sensitivity, therefore showing the necessary flexibility for students with differences while implementing the program; students' socioeconomic, cultural, individual, intellectual, etc. It is envisaged to prepare and plan events in line with their differences, demands and expectations." The statement is included. According to the Universal Declaration of Human Rights, "The defense of cultural diversity expresses commitment to the fundamental rights of persons belonging to minorities and to cultural rights that are an integral part of human rights." In a course such as HRCD, which consists of universal legal norms, concepts and values, not giving more space to different cultures and multiculturalism elements and limited representation are seen as problematic in terms of inclusiveness. In the HRCD curriculum, an outcome aimed at respecting differences is included in the theme of Justice and Equality. The outcome of the curriculum is "It respects people's differences" and the explanation is "It is emphasized that differences between people are natural and this should not cause discrimination." It is stated that "differences sometimes require having different rights (child rights, women's rights, disabled rights, etc.)" (MoNE, 2017).

After 2005, some studies have been carried out through Non-Governmental Organizations (CYDD, TUSIAD, UNICEF, UN), the MoNE and relevant public institutions and organizations to ensure the schooling of girls and ensuring gender equality in educational environments. In order to ensure and sustain the education of girls in our country; With the "Come on Girls, Go to School, Snowdrops, Send Me to School Dad" campaigns, the Ministry of National Education carried out efforts to ensure the schooling of girls in the eastern regions and to make teacher-parent-headman cooperation effective in order to end gender inequality in education. The Workshop on Gender Discrimination in Textbooks was held in 2009 and the International Conference on Values Education was held in 2010. In these studies, the issue of sexism in textbooks and education was touched upon, and for this purpose, the Gender Equality Commission was established by the Board of Education. As Asan (2010) stated, although all these studies have enabled girls to go to school, they show that gender inequality continues in textbooks. The fact that gender-related findings point to gender inequality results

in the lack of respect for differences in this context. Include disability representations in the book and include disabled people participating in social life when necessary arrangements are made in all representations; it can be said that it is positive for the value of respect for differences in the context of disability. The limited representation of different family types regarding family and social structure and the fact that they mostly include urban living areas show that the value of respect for differences in this dimension is insufficient. It can be seen that the representations of different cultures in the book are limited. Although it has the potential to strengthen the perception of equality and difference towards different cultures, the limited number of examples shows that the value of respect for differences is insufficient in this dimension. It has been determined that the book includes the subject of “respect for differences” in line with the achievement and that expressions of respect for differences are included throughout the book. However, it seems that this remains a didactic discourse and the representation of differences is limited.

Recommendations

Considering the results obtained, when writing books, practitioners should include representations that include all segments of society, more female representation in the book to strengthen gender roles, and motivating female characters that will be role models for students. In addition, students' perceptions of equality should be strengthened by including representations that cover all types of disabilities in the disability dimension, and by including different representations in the context of gender, disability, social structure and cultural structure in textbooks. Instead of examples that create prejudice and stereotypes about females, different family types and cultures, textbooks can include examples that emphasize coexistence with differences. Apart from the sub-dimensions examined in the research, differences such as talent, intelligence and belief should be included in textbooks. All books taught at primary school level, especially life sciences, can be examined in terms of respect for differences. In parallel with the change in society and curriculum change, the previous book Human Rights, Citizenship and Democracy can be examined comparatively in order to make a comparative analysis. A similar study can be done by taking the opinions of teachers and students to see the reflection of the representations in the book in the classroom. In gender, gender can be examined with different sub-dimensions such as age, examining the genders with the people next to them. Action research can be conducted covering all school components with the focus on differences in human rights education.

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Author 2: 50%

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There is no conflict of interest that the authors will declare in the research.

İnsan Hakları Yurttaşlık ve Demokrasi Ders Kitabının Farklılıklara Saygı Değeri Bakımından İncelenmesi



Özet

Bu çalışmanın amacı ilkököl dördüncü sınıf insan hakları yurttaşlık ve demokrasi ders kitabında farklılıklara saygı değerinin incelenmesidir. Çalışmada nitel araştırma yöntemi kullanılmış olup, doküman incelemesi tekniğinden yararlanılmıştır. Veri toplama aracı, alan yazın taraması sonucu oluşturulan ve uzman görüşü doğrultusunda geliştirilen Farklılıklara Saygı Değeri Ders Kitabı İnceleme Ölçütleridir. Araştırmanın verileri; toplumsal cinsiyet, engellilik, aile ve sosyal yapı ve kültürel yapı boyutu betimsel analiz yoluyla elde edilmiştir. Yapılan analiz sonucunda toplumsal cinsiyet boyutunda; cinsiyetlerin dağılımı, meslekler temsillerinin cinsiyet dağılımı, oyunlarda cinsiyet dağılımı, öznelerin cinsiyet dağılımı doğrultusunda erkeklere kadınlardan daha fazla yer verildiği görülmüştür. Engellilik boyutunda; engellilik temsillerinin dağılımı, sosyal yaşam içindeki engellilerin dağılımı ve farklı engel durumlarının dağılımı doğrultusunda yalnızca ortopedik engelli bireylere yer verildiği, temsillerde engelli bireylerin yaşama katılmalarının vurgusunun yer aldığı görülmüştür. Aile ve sosyal yapı boyutunda; farklı aile tiplerinin dağılımı ve kırsal-kentsel yaşam alanına göre dağılımına ilişkin çekirdek aile temsiline yer verildiği, yaşam alanı olarak da kentli temsillere yer verildiği görülmüştür. Kültürel yapı boyutunda; farklı kültürel yapıların temsili ve farklı kültürlerin işleniş bağlamına ilişkin farklı kültürlere ilişkin örneklerin sınırlı olduğu görülmüştür.

Anahtar Kelimeler: Farklılıklara saygı, toplumsal cinsiyet, engellilik, kültürel yapı, sosyal yapı.

Giriş

Toplumsal uyumun ve dayanışmanın kültürler arası duygudaşlığın ve gruplar arasındaki etkileşimin artırılması insan hakları eğitiminin en temel hedefleri arasında yer almaktadır. Bireylerde insan haklarına ve kavramlarına yönelik duyarlılıklar bilinç, sevgi, saygı ve hoşgörü gibi konularla eğitimle kazanılır. İnsan hakları bilgisi için, insan hakları eğitimi şarttır (Üste, 2007). İnsan hakları eğitimi bireylere bir arada yaşam becerisi kazandırmayı hedefler. Bu beceriler bireyin empati becerisiyle birlikte, önyargılardan arınmış, insan hak ve değerlerine saygılı olması temelinde sağlam bir zemine oturabilir (Eğinli, 2011). İnsan Hakları, Yurttaşlık ve Demokrasi Dersi Öğretim Programı kapsamında hedeflenen değerler birey ve toplum ilişkilerini güçlendiren, düzenleyen yapılar olarak kabul edilmiş ve bu yönde yapılandırılmıştır.

Eğitimin kitlesel boyutu düşünüldüğünde, bilgi ve değerleri aktarmanın en kullanışlı ve ekonomik aracı ders kitaplarıdır. Bu bağlamda ders kitapları, değerler eğitiminin birer aracı olma niteliği taşımaktadır. Nitekim 2017 yılında gerçekleşen program değişikliğiyle Talim Terbiye Kurulu basın açıklaması metninde “önceki programlardan farklı olarak yenilenen programlarda değerler ve değer eğitimi programlarının ana odağını oluşturmuştur” ifadesine yer verilmiştir. Program değişikliği sonrasında yayınlanan öğretim programlarında ve basılan ders kitaplarında değerler eğitime yer verildiği görülmektedir (Milli Eğitim Bakanlığı [MEB], 2017). Ders kitapları temsiller yoluyla toplumsal kimliklerin, anlamların ve kişiliklerin oluşmasında etkin bir rol oynar. Ders kitaplarının incelenmesi ve düzeltilmesi çalışmaları I.

Dünya savaşının ulus devletler üzerindeki yıkıcı etkilerinden sonra başlamıştır. Milletler Cemiyeti hasım ülkelerin ders kitaplarında olgusal hataları, yabancı düşmanlığı ve yanlıcı önyargıları, kasıtlı atlama ve çarpıtılmaları tespit edip, çıkarılmasına yönelik çalışmalar yürütmüştür (Pingel, 2004). Bu çalışmalarla toplumsal barışın sağlanmasında eğitimin ve ders kitaplarının bir araç olarak kullanılması amaçlanmıştır. 1974 yılında Birleşmiş Milletler Eğitim, Bilim ve Kültür Örgütü'nün [UNESCO] Uluslararası Anlayış, İş birliği ve Barış için Eğitim ile İnsan Hakları ve Temel Özgürlüklerle ilgili Eğitime İlişkin Tavsiye Kararı doğrultusunda “Üye Devletler, eğitimsel araç-gereçlerin, özellikle ders kitaplarının, yanlış anlamaya, güvensizliğe, ırkçı tepkilere, diğer gruplara ve insanlara nefret duymaya ya da onları hor görmeye meydan vermeye eğilimli unsurlardan arınmış olmalarını garanti etmek için uygun tedbirler almalıdırlar” ifadesine yer verilmiştir.

Okullarda kullanılan ders kitapları, farklı bireyler ve topluluklar arasında güven ve karşılıklı anlayış ortamının gelişmesini sağlayabilir veya bunu engelleyebilir (UNESCO, 2021). Eğitim ortamlarında ve ders kitaplarında farklılıklara saygı, çeşitliliğe ve birlikte yaşam pratiklerinin de zeminini yaratacak öğrenme fırsatlarına işaret etmektedir (Esen, 2003). Ders kitaplarında yer alan metinler ve görsellerde farklılıkların temsiline yer verilerek farklılıklara saygı değerinin kazandırılmasında bir araç olarak kullanılabilir. Bu kapsamda İHYD ders kitabında farklılıklara saygı değerini incelemenin, ders kitabı yazarlarına ve öğretmenlere bilgi sağlaması, konuyla ilgili yapılacak araştırmalara kaynak oluşturulması bakımından alan yazına katkı sağlayacağı düşünüldüğü için bu araştırma önem arz etmektedir. Araştırmanın genel amacı, 4. sınıf insan hakları yurttaşlık ve demokrasi ders kitabını farklılıklara saygı değeri açısından incelemektir.

Bu amaçla aşağıdaki sorulara cevap aranmıştır:

1. İHYD ders kitabında toplumsal cinsiyet rolleri bakımından;
 - 1.1. Nasıl dağılım göstermektedir?
 - 1.2. Metin ve görsellerde nasıl yer almaktadır?
2. İHYD ders kitabında engellilik bakımından;
 - 2.1. Nasıl dağılım göstermektedir?
 - 2.2. Metin ve görsellerde nasıl yer almaktadır?
3. İHYD ders kitabında sosyo-ekonomik yapı bakımından;
 - 3.1. Nasıl dağılım göstermektedir?
 - 3.2. Metin ve görsellerde nasıl yer almaktadır?
4. İHYD ders kitabında kültürel yapı bakımından;
 - 4.1. Nasıl dağılım göstermektedir?
 - 4.2. Metin ve görsellerde nasıl yer almaktadır?

Yöntem

Dördüncü sınıf İHYD ders kitabında farklılıklara saygı değerinin incelendiği çalışmada doküman incelemesi tekniğinden yararlanılmıştır. Bu çalışmada doküman olarak, ilkökul dördüncü sınıf insan hakları yurttaşlık ve demokrasi ders kitabı kullanılmıştır. İnceleme konusu kitap, Milli Eğitim Bakanlığı, Talim Terbiye Kurulunun 28.05.2018 gün ve 78 sayılı kararı ile ders kitabı olarak kabul edilmiştir. Alan yazın taraması sonucunda kitapta incelenecek olan farklılıklara saygı değerinin alt boyutları belirlenmiş ve Farklılıklara Saygı Değeri Ders Kitabı İnceleme Ölçütleri oluşturulmuştur. Ölçütler; uzman görüşleri alınarak düzenlenmiştir. Farklılıklara Saygı Değeri Ders Kitabı İnceleme Ölçütleri; toplumsal cinsiyet, engellilik, aile ve sosyal yapı, kültürel yapı boyutlarında ele alınmıştır. Çalışmaya ait veriler bu ölçütler doğrultusunda elde edilmiştir. Veriler toplanırken her boyut için çetele tablosu oluşturulmuş, her bir veri için bir çizik atılmıştır. Aynı zamanda Excel programı kullanılarak her bir boyut için tablolar oluşturulmuştur. Araştırmada verilerin analizinde betimsel analiz kullanılmıştır. Çalışmada geçerlilik ve güvenilirlik çalışmaları bakımından farklı stratejilere yer verilmiştir. Veri toplama aracının geliştirilmesi sürecinde uzman görüşü alınmış, uzman görüşü doğrultusunda Farklılıklara Saygı Değeri Ders Kitabı İnceleme Ölçütleri tekrar düzenlenmiştir. Bu bağlamda inandırıcılık stratejilerinden uzman görüşüne başvurularak çalışmada geçerlilik sağlanması amaçlanmıştır. Güvenirlik çalışmaları bakımından kodlayıcılar arası görüş birliği sağlamaya yönelik, kitapta yer alan metinler ve görseller farklılıklara saygı değeri inceleme ölçütleri doğrultusunda iki kodlayıcı tarafından bağımsız olarak incelenmiştir. Verilerin analizi sırasında her bir boyut excel dosyasında oluşturulan bir tablo üzerinde belirtilmiştir. Çalışmada öncelikle doğrudan alıntılarla bulgulara yer verilmesi iç güvenirliliğin sağlanmasına yönelik stratejilerden biridir.

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Bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Araştırma, tescil edilmiş ve kamuya açık tamamlanmış dokümanlardan oluştuğu için etik kurul onayı gerektirmemektedir. Bu makalede dergi yazım kurallarına, yayın ilkelerine, araştırma ve yayın etiği kurallarına ve dergi etik kurallarına uyulmuştur. Makale ile ilgili olarak meydana gelebilecek her türlü ihlalin sorumluluğu yazara aittir.

Bulgular

Kitapta yer alan görsellerde ve metinlerde cinsiyet temsillerinin dağılımı incelendiğinde kitapta metinlerde kadınlara 9 kez yer verildiği, erkeklere ise 13 kez yer verildiği görülmektedir. Görsellerde ise; kadınlara 111 kez, erkeklere ise 172 kez yer verildiği görülmektedir. Görsellerdeki meslek temsillerinde; kadınlara sekiz kez, erkeklere on bir kez yer verilmiştir. Metinlerde ise; kadınlara bir kez, erkeklere üç kez yer verilmiştir. Bunun yanında meslek çeşitliliği bağlamında bakıldığında; kadınlara beş farklı meslekte yer verildiği, erkeklere 12 farklı meslekte yer verildiği görülmektedir. Erkeklerin; hakim, hakem, trafik polisi, gazeteci

çiftçi gibi mesleklerde temsil edildiği belirlenmiştir. Kadınların ise öğretmen, kâtip, kütüphane görevlisi gibi mesleklerde temsil edildiği gözlenmiştir. Kitapta oğlan çocuklarının, kız çocuklarından daha fazla oyun içinde gösterildiği görülmektedir. Futbol oynayacak olan öğrenciler tamamen oğlan çocuklarından oluşmaktadır. Basketbol oynayacak öğrenciler kız-oğlan karma yapıya sahip olmakla birlikte, takım lideri oğlan çocuğu olarak resmedilmiştir. Erkekler; kimlik örneği, sınıfta söz alan öğrenci, özgürlük üzerine düşünen çocuk, mülteci çocuk, oyun alanı için çözüm arayan çocuk, hakim, kurallara uymayan sürücüye ceza kesen trafik polisi, maçta futbolcuya kırmızı kart gösteren futbol hakemi, afet bölgesinde röportaj yapan gazeteci konularında özne olarak yansıtıldığı belirlenmiştir. Kadınlar ise; öğretmen, hakları hatırlatan kız çocuğu, insan olmanın sorumlulukları üzerine düşünen çocuk, eğitim hakkından söz eden öğretmen, doğal afetten zarar gören yaşlı kadın rollerinde özne olarak yer verilmiştir.

İki kez görsel olarak iki kez metin içerisinde olmak üzere dört defa engelliliğe yer verildiği görülmektedir. Kitaptaki iki görselde dört engelli karakter bulunmaktadır. Engelli karakterlerin tamamı çocuktur. Cinsiyet dağılımına bakıldığında, bir kız çocuğu, üç tanesi ise oğlan çocuğu olduğu görülmektedir. Metinlerde yer alan engelli ifadelerinde cinsiyet belirtilmemiştir. Kitapta yer verilen engel türü olarak yalnızca, tekerlekli sandalyeye sahip olan ortopedik engel olduğu görülmektedir. Diğer engel türlerine yer verilmemekle birlikte “özel gereksinimi olan bireyler” ifadesine yer verildiği tespit edilmiştir.

Kitapta yer alan metinlerde ve görsellerde engelli bireylerin yer aldıkları mekanlar ve sosyal yaşam içerisindeki dağılımına bakıldığında kitaptaki metinlerde ve görsellerde yer alan engelli temsillerinin bulunduğu mekanlar incelendiğinde; okula giden, okul bahçesinde arkadaşlarıyla vakit geçiren, sinema ve tiyatroya giden temsillere yer verilmiştir. Engellilere kamusal alanlarda yer verildiği, dolayısıyla sosyal yaşama katıldıkları görülmektedir. Kitaptaki metinlerde ve görsellerde yer alan engellilik temsilleri incelendiğinde, temsillerin tamamında sosyal yaşama katılım ve bunun için gerekli olan düzenlemelere olan vurgu dikkat çekmektedir.

Görsellerde engelli bireylerin gerekli düzenlemeler yapıldığında yardıma muhtaç olmayan, bağımsız bir şekilde yaşama aktif katılan bireyler oldukları görülmektedir. Kitapta yer alan metinlerde ve görsellerde farklı engel temsillerinin dağılımına ilişkin bilgiler incelendiğinde kitapta engellilik, yalnızca ortopedik engelle (tekerlekli sandalyeli) temsil edilmiştir. Ortopedik engelle sahip bireylerin sosyal yaşama katılımları konusundaki çözüm önerilerin de, tekrarlayan bir biçimde rampa ile sınırlı kaldığı gözlemlenmektedir. Öte yandan görsellerdeki engelli bireyler ortopedik engelle sahipken, görseli destekleyen metinde aynı birey için “özel gereksinimli” tanımlamasına yer verilmiştir. Kitapta engelli bireyler için özel gereksinimli bireyler tanımlaması yapılmıştır.

Bu kategoride aile ve sosyal yapıya ilişkin; kırsal ve kentsel yaşam alanlarındaki bireylerin temsili ve farklı aile tiplerine ilişkin bulgular incelenmiştir. Kitapta yer alan metinler ve görsellerdeki kırsal ve kentsel mekanların dağılımıyla ilgili bilgiler incelendiğinde bir kez metin ve onu destekleyen görselde, bir kez de yalnızca görselde kırsal yaşam alanına yer verildiği belirlenmiştir. Kırsal yaşama ilişkin bulgular; başının üzerinde tuğla taşıyan kız çocuk ve Somalili su sorunu yaşayan insanlara ait içeriklerdir. Kentsel yaşam alanlarının temsiline bakıldığında iki kez metinde, bir kez metnin görselle desteklendiği anlatımda, beş kez de

yalnızca görselde yer verildiği görülmektedir. Kitapta yer alan tiyatro ve sinema salonu, hastane, kütüphane, trafik, mahkeme, restoran ve futbol sahası gibi mekânlar kent yaşamına ilişkin temsillerdir. Güvenli oyun alanı bulmak için çözüm arayışı içinde olan öğrencilere ilişkin görsel, kentsel yaşam alanlarına ait en somut örneklerden birini oluşturmaktadır.

Kitapta yer alan metinlerde ve görsellerdeki farklı aile tiplerinin temsiline ilişkin bilgiler incelendiğinde iki etkinlik sorusunda çekirdek aile örneğine yer verildiği görülmüştür. Görseller incelendiğinde ise bir kez çocuksuz aile örneğine yer verildiği görülmüştür. Geniş aile veya tek ebeveynli aile tipleri ile ilgili içeriğe yer verilmediği gözlemlenmiştir. Fakat kitabın tamamında “aile” kelimesi 23 defa yer almaktadır. Aile kavramına ilişkin; aileye karşı sorumluluklar, aile birliği, aile içinde yardımlaşma ve ortak karar alma bağlamında yer verildiği tespit edilmiştir.

Bu kategoride kitapta yer alan içerikler; farklı kültürel yapıların temsili ve farklı kültürlerin işleniş bağlamı bakımından incelenmiştir. Kitapta yer alan metinler ve görsellerin farklı kültürlerin temsiline ilişkin dağılımı incelendiğinde, kitapta yer alan metinler ve görseller farklı kültürel temsillerin üç kez metinler içinde görsellerle desteklenerek yer aldığı ortaya çıkmıştır. Bir kez tanımlama yapılarak metinde yer verilmiştir. Farklı kültürlerin temsiline ilişkin bulgular; ülkesinde çıkan savaş nedeniyle ailesiyle ülkesini terk etmek durumunda kalan mülteci öğrenci, iklim değişikliği nedeniyle kuraklık sorunu yaşayan bir grup Somalili insan, mülteci ve haymatlos tanımları örneğinden oluşmaktadır. Kitapta, Birlikte Yaşama ünitesinde, Yurdumuz konusu kapsamında mülteci ve haymatlos tanımı yapıldığı görülmektedir. Mülteci ve haymatlos tanımı içinde etnik ve kültürel köken ifadesi geçmese de, mülteci olan kişi gelinen ülke için farklı bir etnik kültürel kökeni ifade eder. Bu bağlamda farklı kültürlere ait bulgular arasında yer almaktadır.

Mülteci ve haymatlos tanımlamalarının öncesinde ve sonrasında kültüre ilişkin bir etkinliğe yer verilmemiş olup, tanımlamalara yurtsuzluk bağlamında yer verildiği görülmektedir. Farklı kültürel öğelere ilişkin bulgularda yardımlaşma, empati, yurtsuzluk bağlamında ele alındığı görülmektedir. Farklı kültürlerin ele alındığı bağlama ilişkin örnekler aşağıda belirtilmiştir. İklim değişikliği nedeniyle kuraklıktan etkilenen Somalili insanlarla “yardımlaşma” bağlamında ele alınmıştır. Ülkesinde çıkan savaş nedeniyle ailesiyle birlikte ülkesini terk etmek ve ülkemize sığınmak durumunda kalan Hüseyin’in hikayesini sınıfta anlatması, Zeynep’le Bedi için “dayanışma ve empati” bağlamında ele alınmıştır. Metinde yoksulluğa ilişkin bir ifade olmamasına rağmen, kullanılan görsel Hüseyin’in yoksul olduğu imajı yaratmaktadır. Kitapta yer alan metin ve görsellerde farklı etnik kültüre sahip bireyler bir arada yaşama mesajı içerdiği iki örneğe yer verildiği görülmektedir. Farklı etnik köken ve kültürel öğelerle bir arada yaşama mesajına parkta oyun oynayan çocuklar görselinde rastlanmıştır. Yine, parkta oynayan çocukların dışında kalan siyahi çocuk ve ona elini uzatan kız çocuğunun olduğu görsel farklı kültürlerden çocukların bir arada oynamalarına ilişkin bir örneği oluşturmaktadır. Ülkesini savaş nedeniyle terk etmek zorunda kalan Hüseyin’le ilgili sınıf arkadaşları Zeynep ve Bedi’nin duyguları bir arada yaşamak için gerekli temas, dayanışma ve empati değerlerine işaret etmektedir.

Tartışma ve Sonuç

Dünyada ve ülkemizde farklılıkların eğitiminin ve farklılıklarla bir arada barış içinde yaşamının imkânları üzerinde düşünmek gereklidir. Bu gereklilikten hareketle yaşam pratiklerinin yeniden üretildiği ders kitaplarında farklılıkların ne bağlamda yer aldığı önemlidir. Bu çalışmada 4. sınıf İnsan Hakları Yurttaşlık Ve Demokrasi kitabı farklılıklara saygı değeri bakımından beş kategoride incelenmiştir. Bu kategoriler toplumsal cinsiyet, engellilik, sosyal yapı, kültürel yapı ve farklılıklara saygı vurgusundan oluşmaktadır. Araştırmanın bulguları kitaptaki farklılıklara saygı değerinin nasıl ele alındığını ve belirlenen kategoriler bağlamında nasıl bir çerçeve ile ele alındığını bütüncül bir bakışı yansıtacak şekilde tartışılmıştır.

Kitaptaki niceliksel cinsiyet dağılımına ilişkin bulgular, metinlerde ve görsellerde kadın erkek sayısının eşit olmadığını göstermektedir. Cinsiyet temsilinin erkeklerin lehine olması, kadınların kitapta daha az görünür olduğunu ifade etmektedir. Toplumsal cinsiyet bakımından kitaptaki isimlerde, resimlerde ve sayılabilir tüm öğelerde ve birimlerde, kadınlarla erkekleri, kız çocuklarla erkek çocukları sayısal bakımdan eşitleme en basit biçimiyle en azından niceliksel bir eşitleme yaratır (Bağlı & Esen 2003). İncelenen çalışmalarda ders kitaplarında erkeklere kadınlardan daha fazla yer verildiği görülmüştür (Asan, 2010; Bayhan & Çimen, 2018; Demirel, 2010; Eyüp ve Kırbaşoğlu, 2011; Yorgancı, 2008). Sözü edilen araştırmalar ile çalışmanın bulgularının örtüştüğü görülmektedir. Demirhan'ın (2021) Toplumsal Cinsiyet Eşitliği Açısından Öğretim Programı ve Ders Kitabı İnceleme başlıklı çalışmasında ifade ettiği gibi Talim Terbiye Kurulu' nun ders kitabı inceleme kriterlerinden "Verilen örneklerde ve kullanılan karakterlerde kadın ve erkek dağılımı açısından makul bir denge gözetilmelidir." maddesine aykırıdır.

Çalışmanın ilk kategorisine bağlı olarak kitapta mesleklerdeki cinsiyet dağılımında erkeklerin niceliksel olarak daha çok meslekle temsil edilmesinin yanında, çoğunlukla erkek olmakla özdeşleştirilen karar verici kural koyucu güçlü mesleklerde temsil edilmesi toplumsal ataerkil düşünce yapısını güçlendiren bir bulgu saptanmıştır. Kitaptaki beş öğretmen figürünün dördü kadındır. Bağlı ve Esen'e (2003) göre ders kitaplarında kadının öğretmenlik mesleğine sıkıştırılmışlığı dikkate alındığında, öğretmenliğin cinsiyetçiliği güçlendiren bir eleman olduğu gözlemlenmektedir. Ders kitaplarında toplumsal cinsiyet temasıyla yapılan araştırmaların sonuçları bu çalışmanın bulguları ile paralellik göstererek ders kitaplarındaki meslek temsillerinin toplumsal cinsiyetlerine ilişkin kalıp yargıları destekler niteliktedir (Bayhan & Çimen, 2018; Demirel, 2010; Demirhan, 2021; Eyüp & Kırbaşoğlu, 2011; Gümüšoğlu, 2008; Karaboğa, 2020, Sarıtaş & Şahin, 2018; Yorgancı, 2008). Bu çalışmaların yanında Çayır (2014) 2012-2013 eğitim öğretim yılında kullanılan ders kitaplarının incelendiği Ders Kitaplarında İnsan Hakları III projesinde; önceki tarama sonuçlarına göre iyileşmelerin olduğunu, kadın olmakla bağdaştırılmayan hakemlik, itfaiyecilik gibi mesleklere yer verildiğini ifade etmiştir. Kitapta meslek temsiline ilişkin bulgular, çalışmanın bu bulgusunu desteklememektedir.

Kitapta oyun içinde gösterilen erkek figürlerin saklambaç, yakan top, futbol ve basketbol oynadıkları görülmektedir. Kız figürlerinin ise park oyunları, sek sek, basketbol ve bebekle oynadıkları görülmektedir. Gümüšoğlu' nun (2008, s.40) ifade ettiği üzere

“Çocukların beslenme tarzlarından, giysilerine, oyuncaklarına, kitaplarına, çizgi filmlere, bilgisayar oyunlarına, okula ilk adımını attığında karşılaştığı ders kitaplarına dek her şey iki cinse uygun olduğu varsayılan imgelerle yüklüdür. Bu süreç ilköğretime ilk adımını atmış çocukların, edilgen ve zayıf kadınlar ile etken ve güçlü erkekler olarak toplumsallaştırıldığı bir süreçtir.” Bütün bunların yanında kitabın çoğunda kızlar ve oğlanların birlikte oyun oynuyor olmaları, cinsiyetlerin gruplaşmadığı, işbirliği ve iletişimin açık olması gerektiği mesajı vermesi bakımından değerlidir.

Toplumsal cinsiyet kategorisinde kitaplardaki özneler incelendiğinde erkeklerin daha fazla özne olduğu tespit edilmiştir. Kitaplarda niceliksel anlamda kadınlarla erkekleri, kız çocuklarıyla oğlanları eşitlemek yerine; kadınları ve kız çocuklarını daha çok göstermek, özne olarak göstermek onlara pozitif ayrımcılık anlamında avantaj sağlayacağı düşünülmektedir (Bağlı & Esen, 2003). Güvenli ve Tanrıöver’in (2009) belirttiği gibi örtük olmakla birlikte, medya çözümlenmesi alanında Tuchman’ın geliştirdiği “kadınların simgesel olarak yok sayılması” ya da görünmezliği kavramı ders kitaplarında da görülmektedir. Kitapta kadın öznelere niceliksel olarak az yer verilmesinin yanında, kitapta –kitabın ortak yazarları dışında- rol model olacak kadın şair, ressam, yazar, bilim insanına yer verilmediği, eserlerinin dahil edilmediği görülmektedir.

Türkiye genelinde nüfusun %24,8’i lise ve üzeri eğitim düzeyine sahipken bu oran engelliler için %7,7’dir (Menda vd., 2013). Engelli öğrenciler hem okullaşma oranları hem de okuldaki faydalanma konusunda diğer öğrencilerden dezavantajlı olmaları nedeniyle en çok kapsanması gereken gruplardan biridir. Araştırmada iki defa metin içinde iki defa da görsellerde engelliliğe yer verilmesi, engellilik temsiline metinlerde ve görsel öğelerin sınırlı olduğunu göstermiştir. Bu sonuç bazı araştırmaların sonuçlarıyla örtüşmektedir. Can ve arkadaşlarının (2017) ilkökul ders kitaplarını inceledikleri çalışmada engellilik temsiline %1,5 oranında yer verildiğini tespit etmişlerdir. Bayar ve Kurt (2021) çalışmalarında benzer bir sonuca ulaşmışlardır. Kitap içerisinde engelliliğe dair yer alan ifadelerde sosyal yaşama katılım için hak temelli yaklaşım, farklılıklara saygı ve farklılıklarla bir arada yaşama perspektifi sunması değerlidir.

Kitapta engelli türü olarak yalnızca ortopedik engelle yer verildiği bulgular arasındadır. Ders kitaplarındaki engelliğin araştırıldığı çalışmalarda da benzer bir bulguya ulaşıldığı görülmüştür (Bayar & Kurt, 2021; Can vd.,2017; Ergün & Çayır 2015; Toub & Faflink, 2000). Temsillerin yalnızca ortopedik engelle sınırlı olması, diğer engel türlerinin görünürlüğü azaltma riski taşımaktadır. Kitapta engellilerin yer aldığı mekânlar incelendiğinde örneklerin sinema, tiyatro, okul gibi kamusal alanlar içinde temsil edildikleri dikkat çekmektedir. Kitapta incelenen engelli temsillerinin kamusal alanda eşit bireyler olarak görülmesi, Çayır’ın (2013) ders kitaplarındaki engellilerin yardıma muhtaç, bağımlı temsillerinin değiştiğine işaret ettiği ile ilgili bulgusuyla örtüşmektedir.

Aile ve Sosyal Farklılıklar Kategorisinin alt boyutu olan kırsal- kentsel yaşam alanları temsiline ilişkin bulgular yine görseller ve metinlerdeki örtük içeriklerden elde edilmiştir. Sinema, tiyatro, oyun parkı, kafe, mahkeme salonu, şehir trafiği, futbol sahası kentsel yaşamda var olan unsurlardır. Çayır (2012) ders kitaplarındaki bazı örneklerin (köy yaşamı gibi) farklılıkları görünmez kılıp, anlatılarını kentli orta sınıf normları üzerine kurduklarını ifade

etmektedir. Bunun yanında köy okullarında eğitim gören dördüncü sınıf öğrencileri de aynı kitabı kullanmaktadır ve kitapta kendine ve yakın çevresine dair bir temsil görememektedir. Kitapta kentsel yaşama ilişkin örneklerin yoğun olarak kullanılması söz edilen çalışmanın bulgularıyla örtüşmektedir.

Aile ve sosyal farklılıklar kategorisinin alt boyutu olan farklı aile yapılarını temsiline ilişkin bulgulara baktığımızda kitabın genelinde aile temsillerine ait verilerin sınırlı sayıda olduğu görülmektedir. Bunun yanında iki etkinlik sorusunda çekirdek aile yapısına ait ifadelerin yer aldığı, iki görselde de çocuksuz aile örneğine yer verilmektedir. Bu verilerin dışında kitapta aile kelimesinin 23 kez geçtiği aile birliğine ve aile içi sorumluluklara vurgu yapıldığı görülmektedir. Gümüsoğlu (2008) ders kitaplarında çekirdek aile dışında yaşayan çocukları yer almadığını, aynı zamanda boşanmış aile çocuklarının da dışlandığını, programların farklı aile tiplerine, evlat edinilen çocuklara, yetiştirme yurdunda kalan çocuklara öğretim programlarında yer verilmesi gerektiğini belirtmiştir.

Kültürel farklılıklar kategorisinde dört kez kültürel farklılığa yer verildiği görülmektedir. Kültürel farklılığa ait örnekler aynı zamanda yoksuluğa ilişkin mesajlar içermektedir. Bu durum sığınmacıların yoksul ve yardıma muhtaç oldukları kalıp yargısına neden olmaktadır. Çayır ve Hancı'nın (2022) ders kitaplarında mültecilik temsilini inceledikleri çalışmada; mültecilerin ders kitaplarında genelde "muhtaç" şekilde temsil edildiği belirlenmiştir.

Kültürel farklılıklar kategorisinde farklı kültürlere "dayanışma, yardımlaşma ve empati" bağlamında yer verildiği görülmektedir. Ders kitaplarında mülteciliğe ilişkin içerikler muhtaçlık algısı üzerinden üretildiğinde, empatinin merhamet ve acıma duyguları ile eşitsizliğin yeniden üretilmesine neden olmaktadır (Çayır & Hancı, 2022). Aynı sınıfları paylaşan farklı kültürlere sahip öğrencilerin eşit ilişki kurmalarında ders kitaplarındaki anlatılar önemlidir. Esen (2003) belirli bir dönemdeki toplumsal yapıyı oluşturan karmaşık kültürel, ekonomik ve politik süreçlerin ders kitaplarındaki bilgi ve değerler bütününe oluşturduğunu ifade eder. Türkiye 3,7 milyon Suriyeli ve farklı milletlerden gelen mülteciyle dünyada en fazla mülteciye ev sahipliği yapan ülkedir. Bu gerçekten hareketle 2017 program değişikliğinde yer alan değişimlerden biri de ders kitaplarında mülteciliğe yer verilmiş olmasıdır (Çayır & Hancı, 2022). İHYD öğretim programında, Adalet ve Eşitlik temasında farklılıklara saygıyı amaçlayan bir kazanıma yer verilmiştir. Programda kazanım "İnsanların farklılıklarına saygı gösterir" açıklaması ise "İnsanlar arasındaki farklılıkların doğal olduğu ve bunun ayrımcılığa neden olmaması gerektiği vurgulanır. Farklılıkların kimi zaman farklı haklara (çocuk hakları, kadın hakları, engelli hakları vb.) sahip olmayı gerektirdiğine değinilir" şeklinde ifade edilmiştir (MEB,2017).

2009 yılında Ders Kitaplarında Toplumsal Cinsiyet Ayrımcılığı Çalıştayı ile 2010 yılında Değerler Eğitimi Uluslararası Konferansı düzenlenmiştir. Bu çalışmalarda ders kitaplarındaki ve eğitim cinsiyetçilik konusuna değinilmiş ve bu amaçla Talim Terbiye Kurulunca Toplumsal Cinsiyet Eşitliği Komisyonu oluşturulması sağlanmıştır. Asan'ın (2010) belirttiği gibi tüm bu çalışmalar kız çocukların okullaşmalarını sağlamış olmakla birlikte ders kitaplarında toplumsal cinsiyet eşitsizliğinin devam ettiğini göstermektedir. Toplumsal cinsiyetle ilgili bulguların, cinsiyet eşitsizliğine işaret etmesi, bu bağlamda farklılıklara saygı

değerine yer verilmediği sonucunu doğurmaktadır. Kitapta engellilik temsillerine yer verilmesi ve temsillerin tamamında gerekli düzenlemeler yapıldığında sosyal yaşama katılan engellilere yer verilmesi; engellilik bağlamında farklılıklara saygı değeri için olumlu olduğu söylenebilir. Aile ve sosyal yapıya ilişkin farklı aile tiplerine ait temsillerin sınırlı olması ve yoğunlukla kentsel yaşam alanlarına yer verilmesi, bu boyutta farklılıklara saygı değerinin yetersiz olduğunu göstermektedir. Kitapta farklı kültürlere yönelik temsillerin de sınırlı olduğu görülmektedir. Farklı kültürlere yönelik eşitlik ve farklılık algısını güçlendirme potansiyeline sahip olmasına rağmen örneklerin sınırlı olması, bu boyutta farklılıklara saygı değerinin yetersiz olduğunu göstermektedir. Kitapta kazanım doğrultusunda “farklılıklara saygı” konusuna yer verilmesi ve kitabın genelinde farklılıklara saygı ifadelerine yer verildiği saptanmıştır. Ancak bunun didaktik bir söylem boyutunda kaldığı, farklılıkların temsilinin sınırlı olduğu görülmektedir.

Öneriler

Elde edilen sonuçlar dikkate alındığında uygulayıcılar kitapları yazarken toplumun bütün kesimlerini kapsayacak temsillere, kitapta toplumsal cinsiyet rollerini güçlendirmek için daha fazla kadın temsiline ve öğrenciler için rol model olacak güdüleyici kadın karakterlere yer vermelidir. Ayrıca engellilik boyutunda tüm engel türlerini kapsayacak temsillere yer verilmesi, ders kitaplarında toplumsal cinsiyet, engellilik, sosyal yapı ve kültürel yapı bağlamında farklı temsillere yer verilerek öğrencilerin eşitlik algıları güçlendirilmelidir.

Ders kitaplarında kadınlara, farklı aile tiplerine ve kültürlere önyargı ve kalıp yargı oluşturacak örnekler yerine farklılıkların olduğu bir arada yaşama vurgusu yapan örnekler yer verilebilir. Ders kitaplarında araştırmada incelenen alt boyutların dışında yetenek, zeka, inanç gibi farklılıklara yer verilmelidir. Hayat bilgisi başta olmak üzere ilkökul seviyesinde okutulan tüm kitaplar farklılıklara saygı değeri bakımından incelenebilir.


Toplumdaki değişime ve program değişimine paralel olarak, karşılaştırmalı bir analiz yapmak amacıyla bir önceki İnsan Hakları Yurttaşlık ve Demokrasi kitabı karşılaştırmalı olarak incelenebilir. Benzer bir çalışma, kitaptaki temsillerin sınıftaki yansımaları görmek adına öğretmen ve öğrenci görüşü alınarak yapılabilir. Toplumsal cinsiyette cinsiyetlerin, yanında yer alan kişilerle incelenmesi, yaş, gibi farklı alt boyutlarla inceleme yapılabilir. İnsan hakları eğitiminin farklılıklar odağında tüm okul bileşenlerini kapsayan eylem araştırması yapılabilir.



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The Relationship Between 7th Grade Students' Autonomy Perceptions and Foreign Language Anxiety in Foreign Language Courses

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Abstract

In this study, the English language learning autonomy perception and foreign language learning anxiety levels of 7th grade students and the predictive power of this anxiety level on their autonomy perception were examined. 515 students participated in the study designed as the correlational design. The data were collected with the "Autonomy Perception Scale", "Foreign Language Learning Anxiety Scale" and "Demographic Information Form". In examining the autonomy perception levels of 7th grade students learning English as a foreign language, arithmetic mean and standard deviation values of the scores obtained from the scales, t-test, one-way variance, regression and correlation analyzes were used. According to the results of the research, the autonomy perceptions of 7th grade students in English class were at a medium level. 7th grade students' autonomy perceptions show significant differences according to class types and gender. Also it was determined that female students had higher levels of autonomy perception. It was concluded that students studying in foreign language-oriented classes had higher autonomy perceptions, and as a result of the analysis, it was determined that there was a significant relationship between 7th grade students' autonomy perception in English class and foreign language learning anxiety. It is possible to say that foreign language learning anxiety explains the perception of autonomy.

Keywords: Anxiety in foreign language learning, autonomy in foreign language learning, learner autonomy, elementary education.

Introduction

According to Bound, "The most fundamental purpose of education is to raise individuals who have the ability to make their own decisions about what they think and do" (as cited in Benson & Voller, 1997). Autonomy in foreign language learning has been considered an important concept in recent years, as the student-centered approach has gained popularity instead of traditional teaching. The concept of autonomous language learning has been defined by many scholars over the years to clarify the concept. Henri Holec (1981) defines it as: "the ability to take responsibility for one's own learning, to take responsibility for all decisions regarding all aspects of this learning".

Holec theorized that learner autonomy is the ability to take responsibility for one's learning and take responsibility for decisions, including setting goals, defining content and progress, choosing the methods and techniques to be used, and monitoring the acquisition procedure (as cited in Tseng, Liou & Chu, 2020). Learner autonomy is the capacity for objectivity, critical thinking, decision-making and independent action (Little, 1991). Specifically, it assumes and requires that the learner will develop a certain type of psychological relationship with the learning process and content. The capacity for autonomy can be observed not only in the way students learn but also in the way they transfer learning to broader contexts (Little, 1991). Benson and Voller (1997) claimed that autonomous learning is self-regulated responsibility in learning and that this is a sign of good academic performance. Furthermore, Little (2002) proposed a more holistic perspective on learner autonomy and stated that the practice of learner autonomy requires insight, a positive attitude, and a readiness to be proactive in self-management and interaction with others. It has been found that students prefer to be in control of their own learning process and may feel more competent and

motivated when they have the authority to make their own choices (Cotterall, 1995). Expanded definition of autonomy is described as below:

In the context of second and foreign language learning, autonomy is defined as 'the capacity to take responsibility for one's own learning'. An autonomous learner can make conscious choices that require awareness and control of learning processes achieved through reflection (Mynard & Stevenson, 2017).

It is a fact known by educators that many individual factors have an impact on learning and cannot be ignored. Ping Wang (2011) states the following about learner autonomy: "In order for students to take responsibility for their own learning processes, it is much more important to ensure that they are informed about their own learning styles." Supporting students' existing autonomy is considered an important foundation for continued success. Autonomy support is a central social-contextual construct that promotes a variety of positive psychological and behavioral outcomes (Deci & Ryan, 2013). Especially in learning contexts, when students are provided with autonomy support, they participate in activities with greater interest and enthusiasm instead of feeling under pressure (Ciani et al., 2010). Higher levels of autonomy support are associated with higher levels of student interests (Black and Deci, 2000; Pazner, 2018), higher types of autonomous motivation (Chan et al., 2021; Núñez and Leon, 2016), higher academic success (Ahn et al., 2021; Patall et al., 2010) and has been associated with other positive learning outcomes.

Autonomous learning can only occur if students' motivation is high. Jingnan (2011) stated that motivation is believed to be one of the determining factors in developing learner autonomy. One of the psychological factors that affects learning motivation is anxiety. Anxiety can affect any individual and affects most, if not all, language learners to some degree, especially in the classroom setting (Núñez & Leon, 2016). Horwitz et al. (1986) defined foreign language anxiety as 'an individual complex of feelings, perceptions, beliefs and behaviors arising from the classroom situation in which the person learns and uses a foreign language'. Anxiety is also defined as worrying about an event in the past, present, or future, regardless of whether it will actually occur (Anisman, 2015). A student may have negative feelings towards a lesson in which he/she is anxious and may be disinterested in that lesson. Anxiety has a negative impact on students' personality, optimism, communication skills, and oral English performance (Abdullah et al., 2022). The character of the student is very important in the formation of these concerns. Since learning and using a language are collaborative practices that essentially rely on various interpersonal relationships, the process of second language learning is greatly influenced by the specific personalities of students (Hu & Wang, 2014). Students with less self-confidence may have a more anxious attitude towards lessons. In this case, it may lead the student to failure. It is thought that minimizing students' anxiety will positively affect their success rates in the course.

Holec defined learner autonomy as "the ability to take responsibility for one's own learning" and noted that this ability "is not innate, but can be developed by 'natural' means or (as is often the case) through formal learning" (Holec, 1981). Despite the ever-expanding literature, learner autonomy continues to be a minority pursuit, perhaps because all forms of 'autonomy' are a process that challenges the power structures of educational culture. When we

look at the research in the literature, it is important for students and educators to be familiar with this concept and to be knowledgeable because it is important for both personal development and as we continue to see increasing interest in language learning and language preservation for professional reasons, the importance of autonomous language learning will increase. In this respect, seeing studies on learner autonomy and multilingualism will contribute to the development of educational programs. It was thought that every study to be carried out with autonomous learning was very important in terms of improving education and providing new perspectives to instructors, and it was decided to conduct a study in this field.

The aim of this research is to explore the autonomy perception levels of primary school 7th grade students in English lessons and to examine the relationship between their autonomy perception levels and foreign language anxiety levels. For this purpose, answers to the following questions will be sought:

1. What are the 7th grade students' perceptions of autonomy in learning a foreign language?
2. Do the foreign language learning autonomy perceptions of the 7th grade students participating in the research differ significantly according to gender?
3. Do the foreign language autonomy perceptions of the 7th grade students participating in the research differ significantly depending on the type of classroom they study in?
4. What are the anxiety levels of 7th grade students participating in the research in learning a foreign language?
5. Do the foreign language learning anxiety levels of the 7th grade students participating in the research differ significantly according to gender?
6. Do the foreign language anxiety levels of the 7th grade students participating in the research differ significantly depending on the type of classroom they attend?
7. Is there a significant relationship between the autonomy perception levels of the 7th grade students participating in the research and their foreign language anxiety levels?

Method

In this research, the relational survey design was used within the quantitative paradigm. Relational survey design is a scientific research method that defines a situation or an event as it is and examines the relationship, effects and degree between the variables that cause this situation (Karasar, 2005). In this study, the relational survey design was preferred because it could obtain information about the existing situation and, as stated by Karasar (2005), although it does not provide definitive information about the cause-effect relationship, it can reveal significant clues about the possible cause-effect relationship. In the research, the relationship between autonomy perceptions and foreign language anxiety levels of 7th grade students in Konya was examined. Students' language use knowledge and skills are at different levels. This method was preferred in order to establish relationships between different variables and make generalizations. In the research, the relationship between autonomous learning and its sub-dimensions and foreign language anxiety situations and its sub-dimensions was discussed with various statistical methods. The research model also has the

characteristics of a comparative method, as it addresses the differences that arise according to gender and class variables in terms of autonomous learning and foreign language anxiety.

Participants

The setting of the research consists of 7th grade students studying in Konya, Meram. There are 5381 students attending the 7th grade in Meram. Sampling method was used due to economic reasons and accessibility. When determining the sample, the simple stratified sampling method was preferred because it can represent the universe and is the most generalizable method (Kurtuluş, 2010). The aim here is to prevent variables such as gender and language level from causing bias when representing the universe. For this research, 515 students were reached (254 girls, 261 boys). The sample constitutes 10% of the universe, and with a margin of error of .5 percent, it is thought that this sample has the ability to represent the universe and is suitable for obtaining valid and reliable data. The school where the research will be conducted was evaluated and chosen in terms of student diversity and accessibility. 7th grade students in the schools selected for the research receive education in two different classroom types. While 7th grade students receive 3 hours of English lessons per week, students in foreign language classes receive 8 hours of English lessons per week.

Data Collection Tools

During this research, Autonomy Perception Scale, Foreign Language Learning Anxiety Scale, and Demographic Information Form [DIF] were used as data collection tools. Necessary permissions were obtained for the use of the scales. Detailed information about each scale is given below.

Autonomy Perception Scale (APS)

Before deciding on the scale, the relevant literature was examined. Two of the most important features in a data collection tool are validity and reliability. Therefore, for a document to be valid, it must test the construct it is intended to test; however, with these various definitions and the emphasis that departments place on the autonomy dimension, it is impossible to talk about the only way to evaluate student autonomy. One of the most commonly used tools to measure student autonomy is the student autonomy profile, based on extensive research by Confessore (1992). Confessore suggests that there are four intermediate structures based on autonomy. These; It is the person's individual desire, resourcefulness, initiative and continuity. After reviewing the literature, it was decided to use the Autonomy Perception Scale developed by Bayat (2007) in this research. The main purpose of choosing this scale is that the factors affecting the perception of autonomy may vary depending on the current culture. This scale, prepared by Bayat (2007), is a five-point Likert type and was conducted with undergraduate students. Bayat (2007) first conducted a preliminary study with 286 students to test the validity and reliability of the scale. As a result of this study, the scale was put into main application as a four-dimensional scale consisting of 38 items. The first dimension is the dimension of taking responsibility for language learning (17 items), the second dimension is the dimension of conducting English activities outside of school (7 items), the third dimension is the dimension of using metacognitive strategies (9 items), and the last dimension is associating the learned language with real life (5 items). The Cronbach alpha coefficient for the

entire scale (38 items) was found to be .90, and for the subscales it was found to be .90, .80, .76, and .74, respectively. This scale, consisting of 4 dimensions, defines .45 of the total variability (Bayat, 2007). The highest score is 190 and the lowest score is 38.

This scale was later used by Kurt (2016) in a study conducted with secondary school students. Before using this scale, Kurt (2016) conducted a factor analysis to check its suitability for high school students, and the factor loadings of the items were between .41 and .84. According to the data obtained, the total variance explained by the four factors in the scale is 45% and he found the validity and reliability of the scale suitable for application to high school students. As a result of the application, the Cronbach alpha coefficient for the entire scale was found to be .90 (Kurt, 2016).

The factor analysis was conducted to determine the validity and reliability of the items before applying the "Autonomy Perception Scale" to primary school students. The scale was first applied to 150 students and exploratory factor analysis was conducted to reveal its factors. These students were not included in the actual application. Factor analysis can be used to determine what theoretical constructs underlie a given data set and to what extent these constructs represent the original variables (Henson & Roberts, 2006). Since the applied sample was different from the first applied sample population of the scale, the factors were reconstructed according to their loadings. In the exploratory factor analysis, the limit value for the loadings of the items in the scale was taken as .30. According to Tabachnick and Fidell (2013), the factor loading of an item on a factor should be at least .32. However, as a result of the exploratory factor analysis, it was determined that the 33rd and 34th statements were not collected under any factor and their loadings were collected in more than one dimension and were removed from the scale. It was thought that the expressions in the scale may not be appropriate for the environment in which the research is conducted and that including these expressions in the research may negatively affect the validity. According to Pallant (2010), Corrected Item-Total Correlation values indicate the extent to which each item of a scale correlates with the total score of the scale as a whole, while low values (less than .30) indicate that the item measures something different from the scale and removing these items should be considered. Büyüköztürk (2013) also underlined that the item-total correlation of values greater than .30 is high and that items with item-total correlations between .20-.30 need revision.

As a result of the analysis, it was determined that the total variance explained by the four factors was 52%. When looking at scale development studies in social sciences, it can be said that this value is at an acceptable level (Büyüköztürk, 2013; Özdamar, 2013). The KMO value was found to be .91. A KMO value of .60 and above is a desired result (Şencan, 2005; Tabachnick & Fidell, 2013). As a result of explanatory factor analysis, confirmatory factor analysis was conducted to see whether the structure of the scale was confirmed or not. AMOS 16.0 package program was preferred to test the confirmatory factor analysis (CFA) of the scale and the fit indices obtained according to the analysis results are given in Table 1.

Table 1.*Model Fit Values Results*

	<i>CMIN/DF</i> (<i>x²/sd</i>)	<i>AGFI</i>	<i>GFI</i>	<i>CFI</i>	<i>RMSA</i>
F autonomy perception scale	1.455 (751.124/516)	.800	.810	.854	.05

When the table is examined, it can be seen that the CFA values of the scale are at a sufficient level for scale development and adaptation studies. Chi-square and degrees of freedom values were obtained as 1.455 (df =516, $p < .00$) and the ratio $x^2/df=1.45$ was reached. While some sources accept the value of $\chi^2/df=5$ for model fit (Wheaton et al., 1977), some sources accept the value of $\chi^2/df=2$ (Tabachnick & Fidell, 2007). According to the results obtained from the selected sample, it was concluded that this ratio was below 3, and it can be said that this result indicates perfect fit in scale development studies (Kline, 2005; Sümer, 2000). Additionally, it is concluded that the closer the CFI value is to .90, the better the fit (Hu & Bentler, 1999). Another fit index commonly used in CFA is the RMSEA (Root Mean Square Error of Approximation) value. In recent years, this statistic has been evaluated as one of the statistics that provides the most reliable information about the model (Diamantopoulos, 2000). In the CFA analysis, an RMSEA value of .05 or less indicates a good fit; According to Jöreskog and Sorbom (1993), RMSEA values below .08 indicate a good fit for the model. The values that RMSEA can take within the 95% confidence interval can be between .03 and .08, values above .08 will indicate a poor model fit (Rigdon, 1996). The RMSEA value obtained as a result of this analysis is .05. According to the results of explanatory factor analysis and confirmatory factor analysis, the validity and reliability of the scale were found suitable for application to primary school 7th grade students. The Cronbach Alpha coefficient of the scale in this research was found to be .91.

Foreign Language Learning Anxiety Scale (FLLAS)

Anxiety is an emotional state that has been researched by many researchers in the field of education for many years and is seen as an important variable in learning. It is very difficult to analyze anxiety with statistical data, as it is to measure other emotional states. When the literature is examined, research on anxiety in foreign language learning generally includes Horwitz et al. (1986) seems to be preferred. Anxiety has many sub-causes, and it has been thought that scales taken from foreign sources to measure a condition such as foreign language anxiety may not be culturally accurate. Oxford (1999) stated that “behaviors vary across cultures, and what appears to be anxious behavior in one culture may be normal behavior in another.”

This scale used in the research was developed by Baş (2013) and was used in the study conducted with the participation of 374 primary school students. The sample of the research consists of students studying in the 6th, 7th and 8th grades. There are a total of 27 items in the five-point Likert type scale. As a result of the factor analysis, it was concluded that the items in the personality sub-dimension of the scale had factor load values between .817 and .433, the items in the communication sub-dimension had factor load values between .741 and .455, and finally the items in the evaluation sub-dimension had factor load values between .711 and .444 (Baş, 2013). Cronbach's Alpha coefficient for the entire scale was found to be .93. A high score

from the scale means that the anxiety of learning a foreign language is also high. In this study, the Cronbach alpha value for the entire scale is .81. Table 2 gives information about the reliability coefficients of the factors and the reliability coefficient of the total scale.

Table 2.

Cronbach Alpha Values for FLLAS Factors

Factors	Number of items	Cronbach alfa
Factor 1	9	.60
Factor 2	10	.68
Factor 3	8	.75
Total	27	.81

As seen in the table, the Cronbach Alpha number of the sub-dimensions of the scale varies between .60 and .75. The total reliability coefficient of the scale was determined as .81. To decide the reliability of the scale, the Alpha value is expected to be between .60 and .80. An alpha value between .70 and .80 indicates that the scale has acceptable reliability; it can be observed when this value falls below .70 in scales containing psychological values (Kline, 1999). The results of the analysis regarding the validity and reliability of the scale used in this research show that the scale can be used safely with secondary school students.

Demographic Information Form

Demographic Information Form was used to obtain information about the students participating in the research. This form is a form prepared by the researcher to obtain data about the variables included in the research. In this form, students were asked to provide information about their gender and class type.

Collection of Data

Necessary permissions were obtained before data collection and data began to be collected in line with the research permission. Due to the age range of the students, parental consent forms were delivered to the parents before the surveys were administered, and students who received permission from their parents on a voluntary basis were included in the research. Data were collected online due to health conditions during the period of the research. Surveys were sent online to students and they were asked to fill them out. Apart from the information contained in the demographic information form, no personal information was requested in the study for confidentiality reasons.

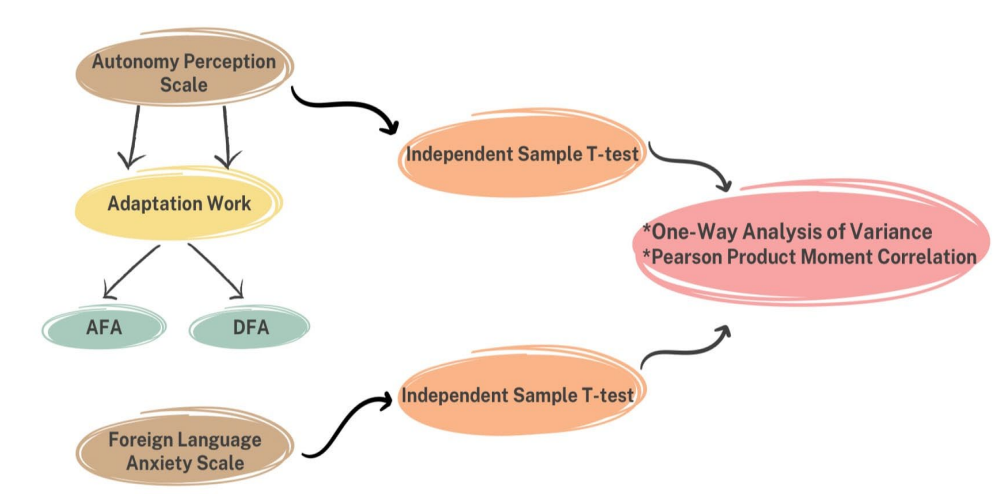
Analysis of Data

Before starting the data analysis, the data collected online were reviewed. Since the surveys are conducted online, it is not possible for students to mark more than once or leave something incomplete. SPSS (Statistical Package for Social Sciences) package program was preferred to analyze the data after the survey returns. Normality analyzes were performed for the scales used before proceeding with statistical procedures. According to Tabachnick and Fidell (2013), for the normal distribution of the test, the skewness and kurtosis values should be between -1.5 and +1.5. In this study, skewness and kurtosis values were determined as .10 and .21 for the foreign language anxiety scale and the autonomy perception scale. Accordingly, parametric analyzes were used in the study. One-way analysis of variance (ANOVA) technique

was used to see the distribution of students' answers to the expressions in the scale. T-test was used to examine the relationship between autonomy perception status and foreign language anxiety and the gender of the students participating in the research. Pearson Product Moment Correlation method was used to examine the relationships. In order to describe some relationships in the research, values such as mean and standard deviation were also calculated during the analysis process. Tables were used to concretize the analysis results. The research design of the study is visually given in Figure 1.

Figure 1.

Research Design of the Study



In addition, effect size analysis was performed to determine the effect of the difference between groups for the scales used. Effect size is a quantitative measure of the magnitude of the experimental effect. The larger the effect size, the stronger the relationship between two variables. Cohen Statistical Power Analysis is one of the most popular approaches used in behavioral sciences. Cohen (1988) standardized effect sizes into small, medium, and large values, depending on the type of statistical analysis used. Effect sizes are .10, .30, and .50 for small, medium, and large, respectively.

Ethical Permits of Research:

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

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Eskişehir Osmangazi University Social and Human Sciences Scientific Research and Publication Ethics Committee

Date of ethical review decision=14.11.2020

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Findings

Results of Autonomy Perception Levels

The Autonomy Perception Scale developed by Bayat (2007) was applied to determine the level of autonomy perception of the 7th grade students participating in the research. The results regarding the arithmetic mean and standard deviation values of the sub-dimensions of taking responsibility for language learning, carrying out out-of-school activities, using metacognitive strategies and finally associating the learned language with real life, which are the factors of the autonomy perception scale, are given in Table 3.

Table 3.

Arithmetic Means and Standard Deviations of the Scores on the Perception of Autonomy Scale and its Subscales

	APS total	Language learning responsibility	Extracurricular activities	Using metacognitive strategy	Relating the learned language to real life
Valid(n)	515	515	515	515	515
Average	112	59	15	21	12
Standart deviation	16.74	10.14	5.003	3.29	3.78
Minimum value	54	23	8	9	4
Maximum value	166	82	35	30	20

As shown in the table, the level of autonomy perception of the students participating in the research is at a medium level. While the highest total score obtained from the scale was 166, the lowest total score was 54 and the overall average of the participants was found to be 112.

Results According to the Relationship Between Students' Autonomy Perceptions and Their Gender

Independent sample t-test technique was used to see the relationship between the autonomy perception levels of the 7th grade students participating in the research and their gender. The results of this test are summarized in Table 4.

Table 4.

T-test Results for Comparison of Autonomy Perception Scale and Factors according to Students' Gender

Variable	Gender	n	M	SD	t	p
1. Perception of Autonomy Scale	Female	254	114	16.75	2.699	.861
	Male	261	110	16.53		
2. Taking responsibility for learning the language	Female	254	61	10.17	3.047	.946
	Male	261	58	9.95		
3. Extracurricular activity	Female	254	16	5.18	.598	.165
	Male	261	15	4.82		
4. Metacognitive strategy	Female	254	21	3.06	.603	.014
	Male	261	21	3.51		
5. Relation to real life	Female	254	13	3.66	3.340	.447
	Male	261	12	3.83		

As shown in Table 4, the female students participating in the research had higher autonomy perceptions. There was no significant difference between the groups (p=.861).

However, when the subscales are examined, a significant difference is seen in terms of gender in the metacognitive strategy subscale ($p=.014$). Effect size analysis was conducted to determine the effect of the difference in autonomy perception between groups. As a result of the analysis, the effect size of foreign language perception in terms of gender was determined to be .014. At a partial η^2 value, .01 is considered low potency, .06 is considered average potency, and .14 and above is considered high potency. This result shows us that the difference between the two groups is not statistically significant, but it can be said that this small difference is in favor of female students.

Findings Regarding the Relationship Between Students' Autonomy Perception Levels and Class Type

An independent sample t-test was applied to examine the relationship between the autonomy perception levels of the 7th grade students participating in the research and their classroom types in more detail. The results regarding the findings are summarized in Table 5.

Table 5.

T-test Results for Comparison of Autonomy Perception Scale and Factors According to Students' Class Types

Variable	Class type	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
1. Autonomy perception scale	Foreign L	187	115	15.6	4.056	.159
	Normal C	328	109	17.5		
2. Taking responsibility for language learning	Foreign L	187	61	8.97	3.172	.001
	Normal C	328	58	11.2		
3. Extracurricular activity	Foreign L	187	16	5.21	1.831	.148
	Normal C	328	15	4.69		
4. Metacognitive strategy	Foreign L	187	21	2.83	5.171	.000
	Normal C	328	20	3.63		
5. Relation to real life	Foreign L	187	13	3.78	4.159	.418
	Normal C	328	12	3.66		

As can be seen in Table 5, it was determined that the foreign language autonomy perceptions of the students studying in the foreign language class participating in the research were higher. No significant difference was found between the groups for the autonomy perception scale ($p=.159$). However, when the sub-dimensions were examined, although there was no significant difference in terms of class type in the factors of participation in out-of-school activities ($p=.148$) and associating with real life ($p=.418$), the sub-dimensions of taking responsibility for language learning ($p=.001$) and using metacognitive strategies. There is a significant difference in their dimensions ($p=.00$). Effect size analysis was conducted to determine the effect of the difference in autonomy perception between groups. As a result of the analysis, the effect size of the perception of autonomy between the groups was found to be .031, and according to this result, it can be said that the difference between the groups is not significant and weak.

Results Regarding the Examination of Students' Foreign Language Learning Anxiety Levels

The Foreign Language Learning Anxiety scale was applied to find out the level of foreign language anxiety of the 7th grade students participating in the research. The arithmetic means and standard deviation values of the answers given to the items related to personality, communication and evaluation factors, which constitute the sub-dimensions of the foreign language anxiety scale, are summarized in Table 6.

Table 6.

Arithmetic Means and Standard Deviations of the Scores Related to the Foreign Language Learning Anxiety Scale Factors

	<i>n</i>	Minimum	Maximum	<i>M</i>	<i>SD</i>
Personality	515	15	37	26.69	3.27
Communication	515	15	43	27.79	4.62
Evaluation	515	10	35	21.94	4.64
FLLAS	515	50	104	76.43	10.12

As seen in the table, it was determined that the average score of the personality factor of the scale was $\bar{X}=26.69$, the average score of the communication factor was $\bar{X}=27.79$, and the average score of the evaluation factor was $\bar{X}=21.94$. According to the data obtained from the scale, the arithmetic average scores of the sub-dimensions were examined and as a result, it was determined that the level of foreign language anxiety was generally high in the communication sub-dimension and at medium level in the personality and evaluation sub-dimensions.

Results Regarding the Relationship Between Students' Foreign Language Learning Anxiety and Gender

The t test results conducted to examine the relationship between foreign language learning anxiety and gender are shown in Table 7.

Table 7.

T-test Results for Comparison of Foreign Language Learning Anxiety Scale and its Factors according to Students' Gender

Variable	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
1. FLLAS	Female	254	7.39	9.47	-4.669	.333
	Male	261	78.47	10.3		
2. Personality	Female	254	26.35	3.09	-3.397	.724
	Male	261	27.03	3.41		
3. Communication	Female	254	27.01	4.59	-3.864	.922
	Male	261	28.57	4.53		
4. Evaluation	Female	254	21.02	4.22	-4.580	.002
	Male	261	22.86	4.86		

As seen in Table 7, the p value for the Foreign Language Learning Anxiety scale is greater than .05 and according to this result, there is no significant difference between the groups. When the sub-dimensions of the scale were examined, a significant difference was found in the evaluation sub-dimension ($p=.002$) and this difference was in favor of men. When the averages are examined, it is seen that foreign language learning anxiety is in favor of men. According to the result of the effect size analysis, the effect size was found to be .041. It was

concluded that there was a significant difference in foreign language learning anxiety according to the gender variable and that this difference was not strong compared to the effect size result.

Results Regarding the Relationship Between Students' Foreign Language Learning Anxiety and Class Type

An independent sample t-test was conducted to examine whether there was a significant relationship between the foreign language learning anxiety levels of the students participating in the study and their class types. T-test results regarding the differentiation of variables according to class type are given in Table 8.

Table 8.

T-Test Results for Comparison of Foreign Language Learning Anxiety and Factors according to Students' Class Type

Variable	Class Type	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
1. FLLAS	Foreign L	187	79.61	9.64	5.529	.657
	Normal C	328	74.62	9.95		
2. Personality	Foreign L	187	27.37	2.64	3.595	.000
	Normal C	328	26.30	3.53		
3. Communication	Foreign L	187	28.80	4.54	3.767	.895
	Normal C	328	27.25	4.58		
4. Evaluation	Foreign L	187	23.43	4.76	5.667	.120
	Normal C	328	21.09	4.36		

Table 8 represented that students studying in a foreign language class have higher foreign language learning anxiety score averages. According to the analysis results, there was no statistically significant difference between the groups according to FLLAS. When the sub-dimensions were examined, a statistically significant difference between the groups was found in the personality sub-dimension ($p=.000$). In order to determine the level and importance of the difference in the t-test analysis results according to class types, effect size analysis was performed and as a result of the analysis, the effect size was found to be .056. It was concluded that there was no significant difference in the relationship between foreign language learning anxiety and class type and that this difference was low compared to the effect size result.

Results on the Relationship Between Autonomy Perceptions and Foreign Language Anxiety Levels

In order to determine the relationship between foreign language learning anxiety and learner autonomy of the 7th grade students participating in the research, foreign language learning anxiety was determined as an independent variable and learner autonomy as a dependent variable, and a correlation analysis was conducted. Analysis results are presented in Table 9.

Table 9.

Relationship Between Perception of Autonomy and Foreign Language Anxiety

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	<i>r</i>	<i>p</i>
Perception of Autonomy	515	112	16.78	.708	.000
Foreign Language Anxiety	515	76	10.12		

According to the findings in Table 9, it was concluded that the role of foreign language learning anxiety in learner autonomy variability was significant ($r=.708$, $p < .05$) and that there was a significant relationship.

Discussion and Conclusion

A significant amount of past research has focused on the role of autonomy support in predicting learning outcomes (Mammadov & Schroeder, 2023). In this study, it was aimed to discover the autonomy perception levels of 7th grade students and to examine the relationships between their autonomy perceptions and their anxiety in the foreign language course. For this purpose, it was also examined whether there was a statistically significant difference between students' autonomy perception of gender and class type and between foreign language anxiety of gender and class type.

What we know for sure is that the need for autonomy is innate and present throughout life (Deci & Ryan, 2000) and that creating autonomy learning environments is beneficial for all students. It was also seen in this study that the students participating in the research had a moderate level of autonomy perception. Students should be provided with autonomy support in this direction, and studies should be carried out to encourage them to learn autonomously. Autonomy-supportive teaching involves encouraging students to pursue personal interests and helping them internalize external regulations through acceptance of emotions (Reeve & Cheon, 2021). It is important that the foreign language education program becomes adaptable to support autonomous learning. It should not be forgotten that students will reach higher levels of autonomy in the future with an education that supports more autonomous learning.

There are studies in the literature (Baylan, 2007; Chan, 2003, Koçak, 2003, Yıldırım, 2000) that conclude that students do not spare time for different ethical activities other than English lessons. The findings in these studies are similar to the results of this research in that the sub-dimension of participation in out-of-school activities has the least average. In addition, Tursun (2010) concluded in his research with high school students that the rate of participating in activities to learn English outside of school was very low. In this study, students' autonomy perceptions were found to be at a medium level and the lowest average was in the dimension of conducting extracurricular activities, which shows us that students do not spend time on foreign languages outside of class due to various reasons such as their opportunities outside their school or their lack of knowledge on this subject. No matter how much students learn through lessons, there is always more to learn and they need to learn it by practicing on their own. However, when the studies were examined, it was seen that students' autonomy perception levels varied at different levels. As a result of his study, Yıldırım (2012) stated that learner autonomy is not a concept that can be said to be completely present or absent in an individual. To investigate how a group of students who differ in their level of perception of autonomy may benefit from autonomy support, future studies could design experimental studies in which teachers are trained to provide autonomy support and students are provided with autonomy support. By providing training in the field of learner autonomy, teachers can be informed about what learner autonomy is and how to support it, and teachers' awareness of this issue can be increased.

When looking at the relationship between the autonomy perception levels of the students participating in the research and their gender, a result was obtained in favor of female students. As a result of the impact analysis, a significant difference was detected, although the degree of difference was not large. When the literature was examined, Üstünlüoğlu (2009) obtained a similar result in his study with university students. He stated that ability and activity scores differ significantly according to gender, and that women find themselves more competent and more participatory than men in activities related to autonomous learning (Üstünlüoğlu, 2009). Similarly, in the study conducted by Gömleksiz and Bozpolat (2012) with 6th grade students, it was determined that the female students participating in the research had better self-direction in foreign language learning compared to male students. Gültaş (2019) found in his study that female students' scores on the autonomous learning scale, independent learning and study habits were higher than male students. Unlike the findings obtained in this study, Kurt and Acat (2016) stated that, contrary to the findings in this study, gender is not an effective factor when students' autonomy perceptions are evaluated in terms of gender variable.

When the relationship between class type and autonomy perceptions of the students participating in the research was examined, a significant difference was observed. It was concluded that the autonomy perception levels of students studying in foreign language classes were higher than those of students in regular classes, but this difference was not large. When the literature was examined, it was seen that the studies (Alkan, 2015; Evelyn, 2011; Gültaş, 2019; Kurt, 2016; Sesli & Demir Başaran, 2015; Yurdakul, 2016) focused on the class level and there was no study on categorized class types. No study was found. It is thought that this difference occurs because students are exposed to more of the target language in foreign language classes. This result supports findings from previous studies suggesting that student engagement plays a role as a mediating construct linking autonomous learning support to academic performance (Chen et al., 2005; Lin & Wang, 2021; Sun, 2023). The attitudes and behaviors of foreign language teachers in the classroom may have caused differences in autonomy perception levels between classroom types. A positive effect was also observed on the autonomy perception levels of students who spent more time with the target language. In this case, foreign language teachers can make students more engaged in the target language with extracurricular activities (such as watching movies and TV series with subtitles, working individually with English textbooks, and actively listening to English songs) in order to support students' autonomy perception levels. Successful students have more autonomous characteristics and perform more out-of-class activities (Aydın, 2023). It shows that students who perceive that their learning environment is autonomy supportive are more likely to support the development of their language mindset, feel more competent, and are more willing to communicate (Zarrinabadi et al., 2021).

When looking at the relationship between the foreign language anxiety levels of the students participating in the research and their gender, it was concluded that there was a significant difference and the anxiety levels of male students were higher than female students. In general, studies in the literature found that male students have higher foreign language anxiety (Coşkun and Taşgın, 2018; Elaldı, 2016; Hasan and Fatimah, 2014) and studies concluded that female students have higher foreign language anxiety (Çakıcı, 2015; Oruç,

2020; Thornton, 2004). Tunçel (2014) found in his study that there was no significant relationship between foreign language anxiety and gender, but that male students were more anxious in the sub-dimension of speaking anxiety. It is thought that the results may differ due to the culture of the environment in which the research was conducted and the diversity of age groups of the participants in the research.

When the foreign language anxiety levels of students studying in a foreign language class and a regular class were examined, it was concluded that although there was no big difference, the anxiety levels of the students in the foreign language class were higher. According to Scovel (1978), a moderate level of anxiety motivates students, increases student desire, and therefore increases student success. Tuncel (2014) similarly found in his study that a certain level of anxiety plays a role in increasing foreign language success. The fact that the anxiety levels of students in foreign language classes are higher than those of students studying foreign languages in regular classes may explain the higher level of competition and desire for success in the target language in foreign language-oriented classes. In order to keep the anxiety level in foreign language intensive classes to a minimum level, exams can be organized as process evaluations. Instead of high-stakes exams that create anxiety, teachers can focus more on in-class assessments that can reduce anxiety.

It was concluded that the relationship between foreign language anxiety and autonomy perception level was moderate. It was determined that there was a significant relationship between the perception of autonomy and foreign language anxiety. As the level of autonomy perception increases, the level of anxiety decreases. It has been observed that the rate of students with low autonomy perception level and the rate of students with high foreign language anxiety level are close to each other. As a result of his research, Chan (2001) suggested that students should be guided to reduce the amount of stress or anxiety-provoking factors in the learning context. While Merç (2015) found a negative and significant relationship between the level of autonomy perception and anxiety, Orakcı (2018) stated that there was a negative, high level and significant relationship between students' autonomy perception and foreign language learning anxiety. Ghorbandordinejad and Ahmadabad (2014) stated that foreign language classroom anxiety significantly mediates the relationship between autonomy and English language achievement. A similar study was conducted by Kurt and Acat (2016) with high school students, and as a result of the research, it was determined that there was a negative relationship between the perception of autonomy and foreign language anxiety. When the literature was examined, it was seen that Liu (2012) also reached similar results in his study. As a result of his research, Liu (2012) found that there is a negative relationship between learner autonomy and foreign language learning anxiety. The lack of a learning-friendly environment will likely lead to anxiety in language learners. Therefore, having a student-friendly and motivating environment that supports autonomy will also reduce anxiety. It would be reasonably impossible for teachers to develop the learning autonomy of low-motivation and high-anxiety students without first paying attention to them.

Recommendations

A significant amount of past research has focused on the role of autonomy support in predicting learning outcomes (Mammadov & Schroeder, 2023). In this study, it was aimed to

discover the autonomy perception levels of 7th grade students and to examine the relationships between their autonomy perceptions and their anxiety in the foreign language course.

Creating educational environments that support learner autonomy will both increase students' learning motivation and enable them to recognize learning strategies and apply self-assessment techniques. To investigate how a group of students who differ in their level of perception of autonomy may benefit from autonomy support, future studies could design experimental studies in which teachers are trained to provide autonomy support and students are provided with autonomy support. By providing training in the field of learner autonomy, teachers can be informed about what learner autonomy is and how to support it, and teachers' awareness of this issue can be increased.

In this study, quantitative data was collected only from a certain group of participants. Analyzing more qualitative data in future research will provide different contributions to this field.

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İlköğretim 7. Sınıf Öğrencilerinin Yabancı Dil Dersinde Özerklik Algıları ve Yabancı Dil Kaygıları Arasındaki İlişki

Özet

Bu çalışma da ilköğretim 7. sınıf öğrencilerinin İngilizce öğrenme özerklik algısı ile yabancı dil öğrenme kaygı düzeyleri ve bu kaygı düzeyinin özerklik algısını yordama gücü incelenmeye çalışılmıştır. İlişkisel tarama modelinde desenlenen çalışmaya 515 öğrenci katılmıştır. Araştırmada veriler "Özerklik Algı Ölçeği", "Yabancı Dil Öğrenme Kaygısı Ölçeği" ve "Demografik Bilgi Formu" ile toplanmıştır. Yabancı dil olarak İngilizce öğrenen 7. sınıf öğrencilerinin özerklik algı düzeylerinin incelenmesinde ölçeklerden elde edilen puanların aritmetik ortalama ve standart sapma değerlerinden, t-testi, tek yönlü varyans, regresyon ve korelasyon analizlerinden yararlanılmıştır. Araştırmanın sonuçlarına göre İngilizce dersinde 7. sınıf öğrencilerinin özerklik algılarının orta düzeyde olduğu görülmüştür. 7. sınıf öğrencilerinin özerklik algıları sınıf türlerine ve cinsiyetlere göre anlamlı bir farklılık göstermektedir. Yapılan t-testi sonucunda kız öğrencilerin özerklik algı düzeylerinin daha fazla olduğu tespit edilmiştir. Sınıf türü ve İngilizce özerklik algısı arasındaki ilişkiye bakıldığında ise yabancı dil ağırlıklı sınıflarda okuyan öğrencilerin özerklik algılarının daha yüksek olduğu sonucuna ulaşılmıştır ve yapılan analiz sonucunda 7. sınıf öğrencilerinin İngilizce dersindeki özerklik algısı ve yabancı dil öğrenme kaygısı arasında anlamlı bir ilişki olduğu tespit edilmiştir. Yabancı dil öğrenme kaygısının özerklik algısını açıkladığını söylemek mümkündür.

Anahtar Kelimeler: Yabancı dil öğreniminde kaygı, yabancı dil öğreniminde özerklik, öğrenen özerkliği, ilköğretim.

Giriş

Holec, öğrenen özerkliğinin, kişinin öğrenmesinin sorumluluğunu üstlenme ve hedeflerin belirlenmesi, içeriğin ve ilerlemenin tanımlanması, kullanılacak yöntem ve tekniklerin seçilmesi, edinim prosedürünün izlenmesi dâhil olmak üzere kararların sorumluluğunu üstlenme yeteneği olduğunu teorileştirmiştir (aktaran Tseng vd., 2020). Öğrenen özerkliği tarafsızlık, eleştirel düşünme, karar verme ve bağımsız eylem kapasitesidir (Little, 1991). Spesifik olarak, öğrencinin öğrenme süreci ve içeriğiyle belirli bir tür psikolojik ilişki geliştireceğini varsayar ve gerektirir. Özerklik kapasitesi yalnızca öğrencilerin öğrenme biçiminde değil aynı zamanda öğrenmeyi daha geniş bağlamlara aktarma biçiminde de gözlemlenebilir (Küçük, 1991). Benson ve Voller (1997), özerk öğrenmenin, öğrenmede kendi kendini düzenleyen sorumluluk olduğunu ve bunun iyi bir akademik performansın işareti olduğunu iddia etmiştir. Dahası, Little (2002) öğrenen özerkliğine daha bütünsel bir bakış açısı önermiş ve öğrenen özerkliği uygulamasının iç görü, olumlu bir tutum ve kendi kendini yönetmede ve başkalarıyla etkileşimde proaktif olmaya hazır olmayı gerektirdiğini belirtmiştir. Öğrencilerin kendi öğrenme süreçlerinin kontrolünü elinde tutmayı tercih ettikleri ve kendi seçimlerini yapma yetkisine sahip olduklarında kendilerini daha yetkin ve motive hissedebilecekleri bulunmuştur (Cotterall, 1995). Genişletilmiş özerklik tanımı aşağıdaki gibi belirtilmiştir:

İkinci ve yabancı dil öğrenimi bağlamında özerklik, 'kişinin kendi öğreniminin sorumluluğunu üstlenme kapasitesi' olarak tanımlanmaktadır. Özerk bir öğrenci, yansıtma yoluyla elde edilen öğrenme süreçlerinin farkındalığını ve kontrolünü gerektiren bilinçli seçimler yapabilir (Mynard & Stevenson, 2017).

Özerk öğrenme ile yapılacak her çalışmanın eğitimin gelişmesi ve öğretmenlere yeni bakış açıları kazandırmak adına çok önemli olduğu düşünülmüş ve bu alanda bir çalışma yapılmasına karar verilmiştir.

Bu araştırmanın amacı ilköğretim 7. sınıf öğrencilerinin İngilizce dersindeki özerklik algı düzeylerini keşfetmek ve özerklik algı düzeyleri ile yabancı dil kaygı düzeyleri arasındaki ilişkiyi incelemektir. Bu ana amaç çerçevesinde de aşağıdaki sorulara da cevap aranacaktır.

1. Araştırmaya katılan 7. sınıf öğrencilerinin yabancı dil öğrenme özerklik algıları nasıldır?

2. Araştırmaya katılan 7. sınıf öğrencilerinin yabancı dil öğrenme özerklik algıları cinsiyete göre anlamlı bir şekilde farklılık göstermekte midir?

3. Araştırmaya katılan 7. sınıf öğrencilerin yabancı dil özerklik algıları öğrenim gördükleri sınıf türüne göre anlamlı bir şekilde farklılık göstermekte midir?

4. Araştırmaya katılan 7. sınıf öğrencilerinin yabancı bir dili öğrenme kaygı düzeyleri nedir?

5. Araştırmaya katılan 7. sınıf öğrencilerinin yabancı dil öğrenme kaygı düzeyleri cinsiyete göre anlamlı bir şekilde farklılık göstermekte midir?

6. Araştırmaya katılan 7. sınıf öğrencilerin yabancı dil kaygı düzeyleri gördükleri sınıf türüne göre anlamlı bir şekilde farklılık göstermekte midir?

7. Araştırmaya katılan 7. sınıf öğrencilerin özerklik algı düzeyleri ile yabancı dil kaygı durumları arasında anlamlı bir ilişki var mıdır?

Yöntem

Bu araştırma da ilişkisel tarama yöntemi kullanılmıştır. İlişkisel tarama modeli, bir durumu veya meydana gelen bir olayı olduğu gibi tanımlayan ve bu duruma neden olan değişkenler arasındaki ilişki, etkileri ve derecesini de inceleyen bir bilimsel araştırma yöntemidir (Karasar, 2005). Bu çalışmada ilişkisel tarama yöntemi var olan durum hakkında bilgi edinebilmek ve her ne kadar neden-sonuç bağına dair kesin bilgiler sağlamasa da Karasar'ın (2005) da belirttiği üzere muhtemel neden-sonuç bağına dair kayda değer ipuçları ortaya koyabilmek nedeniyle tercih edilmiştir. Araştırma da Konya Meram ilçesinde bulunan 7. sınıf öğrencilerinin özerklik algıları ile yabancı dil kaygı durumları arasındaki ilişki incelenmiştir. Öğrencilerin dil kullanımı bilgi ve becerileri farklı seviyelerdedir. Araştırmada, özerk öğrenme ve alt boyutları ile yabancı dil kaygı durumları ve alt boyutları arasındaki ilişki çeşitli istatistiksel yöntemlerle ele alınmıştır. Araştırma modeli, özerk öğrenme ve yabancı dil kaygı durumları açısından cinsiyet ve sınıf değişkenlerine göre ortaya çıkan farklılıkları ele alması itibarıyla karşılaştırmalı ilişkisel tarama modeli özelliklerini de barındırmaktadır.

Bu araştırma süresince veri toplama araçları olarak Özerklik Algı Ölçeği, Yabancı Dil Öğrenme Kaygısı Ölçeği, Demografik Bilgi Formu kullanılmıştır. Ölçeklerin kullanımı ile ilgili gerekli izinler alınmıştır. Özerklik Algı Ölçeği, ilköğretim öğrencilerine uygulanmadan önce maddelerin geçerliği ve güvenilirliğini tespit etmek için faktör analizi yapılmıştır. Ölçek ilk olarak 150 öğrenciye uygulanmış ve faktörlerini ortaya çıkarmak amacı ile açımlayıcı faktör analizi yapılmıştır. Bu öğrenciler asıl uygulamaya dâhil edilmemişlerdir. Analiz sonucunda elde edilen dört faktörün açıkladıkları toplam varyans %52 olduğu tespit edilmiştir. Sosyal bilimlerdeki ölçek geliştirme çalışmalarına bakıldığında bu değer kabul edilebilir düzeyde olduğu söylenebilir (Büyükoztürk, 2013; Özdamar, 2013). KMO değeri ise .91 olarak bulunmuştur. KMO değerinin .60 ve üzerinde olması istendik bir sonuçtur (Şencan, 2005; Tabachnick & Fidell, 2013). Açımlayıcı faktör analizi sonucunda ölçeğin elde edilen yapısının doğrulanıp doğrulanmadığının görebilmek amacıyla doğrulayıcı faktör analizi yapılmıştır. Açımlayıcı faktör analizi ve doğrulayıcı faktör analizi sonuçlarına göre ölçeğin ilköğretim 7. sınıf öğrencilerine uygulanması için geçerliği ve güvenilirliği uygun bulunmuştur. Ölçeğin bu araştırmada kapsamındaki Cronbach Alfa katsayısı .91 bulunmuştur. Araştırmada kullanılan Yabancı Dil Öğrenme Kaygısı Ölçeği, Baş (2013) tarafından geliştirilmiştir. Ölçeğin toplam güvenilirlik katsayısı ise .81 olarak tespit edilmiştir

Araştırmanın Etik İzinleri:

Bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Etik değerlendirmeyi yapan kurulun adı = Eskişehir Osmangazi Üniversitesi Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu

Etik Kurul Etik inceleme karar tarihi= 14.11.2020

Etik değerlendirme belgesi konu numarası= 2020.20.14

Bulgular

Yapılan analizler sonucunda araştırmaya katılan öğrencilerin özerklik algıları düzeyi orta seviyede olduğu görülmektedir. Ölçekten elde edilen en yüksek toplam puan 166 iken en düşük toplam puan 54 olarak tespit edilmiştir ve katılımcıların genel ortalaması 112 olarak bulunmuştur.

Araştırmaya katılan kız öğrencilerin özerklik algılarının daha yüksek olduğu tespit edilmiştir. Gruplar arasında ise anlamlı bir farklılık görülmemiştir ($p=.861$). Fakat alt ölçekler incelendiğinde biliş üstü strateji alt boyutunda cinsiyet bakımından anlamlı bir farklılık görülmektedir ($p=.014$). Özerklik algısının gruplar arasındaki farkın etkisini tespit etmek için etki büyüklüğü analizi yapılmıştır. Yapılan analiz sonucunda yabancı dil algısının cinsiyet bakımından etki büyüklüğü .014 olarak tespit edilmiştir. Kısmi η^2 değerinde .01 düşük etki gücü, .06 ortalama etki gücü, .14 ve üstü büyük etki gücü olarak değerlendirilir. Bu sonuç bize

iki grup arasındaki farkın istatistiksel olarak önemli büyüklükte olmadığını göstermektedir fakat bu ufak farkın kız öğrencilerin lehine olduğu söylenebilir.

Araştırmaya katılan yabancı dil sınıfında eğitim gören öğrencilerin yabancı dil özerklik algılarının daha yüksek olduğu tespit edilmiştir. Gruplar arasında ise özerklik algı ölçeği için anlamlı bir farklılık bulunamamıştır ($p=.159$). Fakat alt boyutlar incelendiğinde okul dışı etkinliklere katılım ($p=.148$) ve gerçek hayatla ilişkilendirme ($p=.418$) faktörlerinde sınıf türü bakımından anlamlı bir farklılık görülmemesine rağmen dil öğrenme sorumluluğunu üzerine alma ($p=.001$) ve biliş üstü stratejiler kullanma alt boyutlarında anlamlı bir farklılık olduğu görülmektedir ($p=.00$). Özerklik algısının gruplar arasındaki farkın etkisini tespit etmek için etki büyüklüğü analizi yapılmıştır. Yapılan analiz sonucunda özerklik algısının gruplar arasındaki etki büyüklüğü $.031$ olarak bulunmuştur ve bu sonuca göre gruplar arasındaki farkın önemli bir büyüklükte olmadığı zayıf olduğu söylenebilir.

Yabancı Dil Öğrenme Kaygısı ölçeği için p değerinin $.05$ 'den büyük olduğu ve bu sonuca göre gruplar arasında anlamlı bir fark olmadığı görülmektedir. Ölçeğin alt boyutları incelendiğinde ise değerlendirme alt boyutunda anlamlı fark bulunmuştur ($p=.002$) ve bu fark erkekler lehinedir. Ortalamalar incelendiğinde yabancı dil öğrenme kaygısının erkeklerin lehine bir yönde olduğu görülmektedir. Yapılan etki büyüklüğü analiz sonucuna göre etki büyüklüğü $.041$ olarak bulunmuştur. Yabancı dil öğrenme kaygısının cinsiyet değişkenine göre anlamlı bir fark olduğu ve bu farkında etki büyüklüğü sonucuna göre kuvvetli olmadığı sonucuna ulaşılmıştır.

Yabancı dil ağırlıklı sınıfta okuyan öğrencileri yabancı dil öğrenme kaygıları puan ortalamaları daha yüksek değere sahiptir. Analiz sonuçlarına göre YDÖKÖ'ye göre gruplar arasında istatistiksel olarak anlamlı fark bulunmamıştır. Alt boyutlar incelendiğinde ise gruplar arasında istatistiksel anlamlı farkı kişilik alt boyutunda bulunmuştur ($p=.000$). Sınıf türlerine göre yapılan t-testi analizi sonuçlarındaki farkın düzeyini ve önemini tespit edebilmek için etki büyüklüğü analizi yapılmış ve yapılan analiz sonucunda etki büyüklüğü $.056$ olarak bulunmuştur. Yabancı dil öğrenme kaygısının sınıf türü arasındaki ilişkide anlamlı bir fark olmadığı ve bu farkında etki büyüklüğü sonucuna göre düşük olduğu sonucuna ulaşılmıştır.

Araştırma sonucunda yabancı dil öğrenme kaygısı öğrenen özerkliği değişkenliğindeki rolünün anlamlı olduğu ($r=.708$, $p<.05$) ve anlamlı bir ilişki olduğu tespit edilmiştir.

Tartışma ve Sonuç

Literatürde öğrencilerin İngilizce dersi dışında farklı etkilere zaman ayırmadıkları sonucuna ulaşan çalışmalar (Baylan, 2007, Chan, 2003, Koçak, 2003, Yıldırım, 2000) vardır. Bu çalışmalarda bulgular ile bu araştırma sonucunda okul dışı etkilere katılım alt boyutunun en az ortalamaya sahip olması benzerlik göstermektedir. Ayrıca Tursun (2010) lise öğrencileri ile gerçekleştirdiği araştırmasında da araştırmaya katılan öğrencilerin okul dışında İngilizce öğrenmeye yönelik aktiviteler içerisinde bulunma oranlarının çok düşük olduğu sonucuna varmıştır. Bu çalışmada öğrencilerin özerklik algılarının orta düzeyde çıkması ve en düşük ortalamanın okul dışı etkinlikler yürütme boyutunda olması bize öğrencilerin buldukları okul dışındaki imkânlarından veya bu konudaki bilgi eksiklikleri gibi çeşitli

sebeplerden dolayı yabancı dile ders dışında zaman ayırmadıklarını göstermektedir. Öğrenciler dersler yoluyla ne kadar öğrenirlerse öğrensinler, her zaman öğrenecekleri çok şey vardır ve bunları kendi başlarına pratik yaparak öğrenmeleri gerekir. Fakat araştırmalar incelendiğinde öğrencilerin özerklik algı düzeylerinin farklı düzeylerde değiştiği görülmüştür. Yıldırım (2012) yürütmüş olduğu çalışma sonucunda öğrenen özerkliğinin bireyde tamamıyla var veya yok denebilecek bir kavram olmadığını belirtmiştir.

Araştırmaya katılan öğrencilerin sınıf türü ve özerklik algıları arasındaki ilişki incelendiğinde anlamlı bir farklılık görülmüştür. Yabancı dil sınıflarında eğitim gören öğrencilerin özerklik algı düzeylerinin normal sınıftaki öğrencilerden daha yüksek olduğu fakat bu farkın büyük olmadığı sonucuna ulaşılmıştır. Literatür incelendiğinde yapılan araştırmaların (Alkan, 2015, Evelyn, 2011; Gültaş, 2019; Kurt, 2016; Sesli ve Demir Başaran, 2015; Ulusoy, 2016; Yurdakul, 2016) sınıf seviyesi üzerine yoğunlaştığı görülmüş ve kategorize edilmiş sınıf türleri ile ilgili yapılmış bir çalışmaya rastlanmamıştır.

Yabancı dil sınıfı ve normal sınıfta eğitim gören öğrencilerin yabancı dil kaygı durumları incelendiğinde büyük bir fark olmamasına karşın yabancı dil sınıfındaki öğrencilerin kaygı durumlarının daha yüksek olduğu sonucuna ulaşılmıştır. Scovel'e (1978) göre orta düzeyde bir kaygı durumu öğrencileri motive edip öğrencinin isteğini artırır ve dolayısıyla da öğrenci başarısını artırır. Tuncel (2014) ise benzer bir şekilde çalışmasında belirli düzeyde kaygının yabancı dil başarısını arttırıcı rol oynadığını tespit etmiştir.

Araştırma sonucunda özerklik algısı ve yabancı dil kaygısı arasında anlamlı bir ilişki olduğu belirlenmiştir. Özerklik algı düzeyi arttıkça kaygı düzeyi azalmaktadır. Özerklik algı düzeyi düşük öğrenci oranı ile yabancı dil kaygı düzeyi yüksek öğrenci oranının birbirine yakın olduğu gözlemlenmiştir. Chan (2001) yapmış olduğu araştırma sonucunda da, öğrenme bağlamındaki stres miktarını veya kaygı uyandıran faktörleri azaltmak için öğrencilere rehberlik edilmesi gerektiğini öne sürmüştür. Merç (2015), özerklik algı düzeyi ile kaygı arasında ters yönlü ve anlamlı ilişki bulurken Orakcı (2018) ise öğrencilerin özerklik algısı ile yabancı dil öğrenme kaygıları arasında negatif yönde, yüksek düzeyde ve anlamlı bir ilişki olduğunu belirtmiştir. Ghorbandordinejad ve Ahmadabad (2014) ise yabancı dil sınıf kaygısının, özerklik ile İngilizce başarısı arasındaki ilişkiye önemli ölçüde aracılık ettiğini belirtmişlerdir. Benzer bir çalışma lise öğrencileri ile Kurt ve Acat (2016) tarafından gerçekleştirilmiş ve araştırma sonucunda özerklik algısı ile yabancı dil kaygısı arasında olumsuz bir ilişki olduğu tespit edilmiştir ve literatür incelendiğinde benzer sonuçlara Liu (2012) da yapmış olduğu çalışma sonucunda ulaştığı görülmüştür. Liu (2012) gerçekleştirdiği araştırma sonucunda öğrenen özerkliği ile yabancı dil öğrenme kaygısı arasında negatif yönlü bir ilişkinin varlığını tespit etmiştir. Öğrenme dostu bir ortamın olmayışı büyük olasılıkla dil öğrenenlerde kaygıya yol açacaktır. Bu yüzden özerkliği destekleyici öğrenci dostu ve onu motive eden bir ortamın olması kaygı durumunu da azaltacaktır. Öğretmenlerin, öncelikle düşük motivasyonlu ve yüksek kaygılı öğrencilere dikkat etmeden onların öğrenme özerkliğini geliştirmeleri makul ölçüde imkânsız olacaktır.

Öneriler

Geçmiş araştırmaların önemli bir kısmı, öğrenme çıktılarının tahmin edilmesinde özerklik desteğinin rolüne odaklanmıştır (Mammadov & Schroeder, 2023). Bu araştırmada ise 7. sınıf öğrencilerinin özerklik algı seviyelerini keşfetmek ve özerklik algıları ve yabancı dil dersindeki kaygı durumları arasındaki ilişkileri incelemek amaçlanmıştır. Özerklik algı düzeyleri bakımından farklılık gösteren bir öğrenci grubunun özerklik desteğinden nasıl yararlanabileceğini araştırmak için gelecekteki çalışmalar, öğretmenlerin özerklik desteği sağlamak üzere eğitildiği ve öğrencilerin özerklik desteği sağlandığı deneysel çalışmalar tasarlayabilir. Öğretmenlere öğrenen özerkliği alanında eğitimler verilerek öğrenen özerkliğinin ne olduğu ve nasıl destekleneceği konusunda bilgi verilebilir ve öğretmenlerin bu konudaki farkındalıkları artırılabilir.

Yabancı dil sınıfında ki öğrencilerin kaygı durumlarının normal sınıfta yabancı dil eğitimi alan öğrencilere göre daha yüksek düzeyde olması yabancı dil ağırlıklı sınıflarda hedef dile yönelik rekabetin ve başarı isteğinin daha yüksek olmasını açıklıyor olabilir. Yabancı dil ağırlıklı sınıflardaki kaygı durumunu minimum seviyede tutmak için yapılan sınavlar süreç değerlendirme şeklinde düzenlenebilir. Öğretmenler endişe yaratan yüksek riskli sınavlar yerine, kaygı durumunun azalmasını sağlayabilecek sınıf içi değerlendirmelere daha fazla odaklanabilirler. Bu çalışmada sadece belli bir grup katılımcıdan nicel veriler toplanmıştır. Gelecekteki araştırmalarda daha niteliksel verilerin analiz edilmesi bu alana daha farklı katkılar sağlayacaktır.



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Examination of Peer Bullying in Primary School Students in Terms of Various Variables*

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Abstract

This research was conducted to determine the levels of primary school students' exposure to peer bullying at school and to examine their levels of exposure to bullying in terms of gender, grade level, television watching time, tablet and mobile phone usage time. Descriptive scanning method was used in the research. The study group of the research consists of 282 primary school students studying in a province in the Aegean Region in the 2022-2023 academic year. A personal information form prepared by the researchers and a scale called "Violence/Bullying in Schools" was used as a data collection tools. When the findings were examined, it was seen that 41% of the students were exposed to bullying at school, and the type of bullying behavior they encountered most was verbal bullying. According to the results, in the physical bullying category, pushing, hair and ear pulling; name-calling and teasing in the verbal bullying category; In the emotional bullying category, exclusion and humiliation from the group were found to be more common behaviors among peers. In all types of bullying, male students are more exposed to peer bullying than female students and 4th grade students are more exposed to peer bullying than other grade levels. While no significant relationship could be detected between the time spent watching television and types of bullying, high positive relationships were detected between the time spent on mobile phones-tablets and types of bullying.

Keywords: Peer bullying, primary school, undesirable behaviors.

Introduction

Peer bullying is among the most common violent behaviors among students in schools (Yurtal and Cenkseven, 2007) and has been increasing among students in recent years (Bayar & Balcı, 2023; Kurtça, et al., 2020; Lim & Hoot, 2015; Radwan, et al., 2021). These behaviors bring about many problems. Because peer bullying is the constant and regular exposure of an individual to the negative behavior of a person or people (Olweus, 1993). In other words, bullying is the physical, verbal or emotional attacks of the strong against those who are weaker than themselves, or, more generally, the oppression and oppression of the weak by the strong (Besag, 1989).

While the school success, self-confidence, and bilateral relations of students who are exposed to bullying are negatively affected, their tendency to display negative and bullying behavior increases (Çınkır, 2006). As students who encounter bullying focus their attention on how to get rid of bullies rather than the education process, their school success decreases (Whitted & Dupper, 2005). One of the negative consequences seen in these students is fear of school (Pişkin, 2002). It is very natural for people who are bullied in the environment they go to to develop a phobia against that environment, to not want to be in that environment, and to tend to escape from the environment when they find the opportunity. In this regard, defining bullying behaviors, determining their types are considered important in terms of understanding the reasons for these behaviors and producing solutions (Tani, et al., 2003). Because there are different reasons for bullying behavior, these behaviors can also appear in different forms (Griffin & Alan, 2004). In this context, when the literature is examined, it is seen that bullying behaviors are generally classified as physical, verbal and emotional bullying.

Physical bullying; slapping, punching or kicking, tripping, spitting, scratching, pushing, intimidating, pulling hair, taking belongings by force, etc. behaviors such as. Behaviors such as name-calling, swearing, ridiculing, using degrading/humiliating expressions, threatening,

insulting, lying, slandering or gossiping can be given as examples of verbal bullying behavior. Emotional bullying behaviors include: Excluding him/her from the group, giving him more difficult work than he/she can do, not including him/her in the activities, not talking, not helping, leaving him/her alone, etc. behaviors can be given as examples (Akpınar & Akpınar, 2022).

When the studies on peer bullying at primary, secondary and high school levels in Türkiye are examined, it is seen that the studies are generally focused on students, teachers and administrators. When studies conducted at secondary and high school levels are examined, it is seen that students see bullying behavior as the most effective way to solve problems (Tatlıhoğlu, 2016), that the main reason for being bullied is the feeling of jealousy (Bayar, 2018), that individuals with high bullying scores have low empathy scores, and that their alexithymia scores are lower. It was found that it was high (Gökkaya & Tekinsav-Sütcü, 2018). In a study conducted by Hilooğlu et al. (2010), it was determined that negative social behaviors and satisfaction from the environment and school were effective in students' both displaying bullying behavior and being exposed to these behaviors.

In terms of gender, it has been determined that male students are more in the bully-victim status (Altun-Kobul, et al., 2022; Gökkaya and Tekinsav-Sütcü, 2020), and similarly, male students have more bullying tendencies (Çelik, 2017; Özcan, et al., 2020). While it was found that female students had higher compassion scores than male students (Nas, et al., 2021), unlike these results, Sarı (2019) concluded that girls showed more bullying behavior than boys. In studies conducted on teachers, it has been reported that teachers describe the concepts of bullying and compassion as opposite poles (Aydemir, et al., 2021), and that teachers who encounter bullying investigate the reasons for these behaviors for a solution, hold bilateral meetings, and direct bullying individuals to the guidance service (Üstün & Şenyer, 2022).

In some studies addressing peer bullying at the primary school level, 4th grade students show these behaviors more (Kale and Demir, 2017), and bullying behaviors are most frequently encountered in the garden and on the way to and from school (Kutlu, 2020; Kutlu and Hamiden-Karaca, 2021) results were obtained. In a study conducted by Başar and Çetin (2013) at the primary school level, it was concluded that bullying is learned in the school environment. In another study conducted according to teachers' opinions, it was determined that physical and verbal bullying behaviors were the most common in classrooms (Altuntaş & Sulak, 2022).

When the studies on peer bullying at the primary school level are examined, it is seen that these studies are generally discussed in terms of teacher and student opinions, demographic-sociodemographic variables, social skills, anxiety level and emotional states (Altuntaş & Sulak, 2022; Çarkıt & Bacanlı, 2020; Demirel, 2022; Sarı & Demirbağ, 2019). At the secondary school level, it has been determined that students' emotional states, places where they are exposed to bullying, solutions used as a result of bullying, cyber bullying, and students' and teachers' perceptions of bullying are studied (Demir, 2012; Gencer, 2017; Gökkaya & Tekinsav-Sütcü, 2018). At the high school level, peer bullying is related to demographic/sociodemographic variables, cyber bullying, places where bullying occurs and ways to cope with bullying, the relationship between school types and types of bullying,

perceptions and thoughts of education stakeholders against bullying, places where bullying behavior is encountered and its reasons, solutions used against bullying. It is seen that efforts are being made to examine it under topics such as ways of bullying and the need for guidance, whether the frequency of encountering bullying differs according to grade level, and the reasons for tendency to violence (Adalar-Çelenk et al., Altun-Kobul et al., 2022; Çelik, 2017; Dilmaç, 2014; Mercan & Yıldırım-Sarı, 2018; Nas, et al., 2021).

In addition to these studies, studies trying to determine the relationship between peer bullying and cyber bullying (phone, tablet, social media) have also been identified in the literature (Balaban-Salı, et al., 2015; Demirel, 2022; Duan, et al., 2020; Gencer, 2017; Güneş, 2018; Kocaşahan, 2012; Kocatürk, 2014; Özdemir & Akar, 2011; Selfhout, et al., 2009). When the literature is examined, it is observed that studies on peer bullying are concentrated mostly at secondary school and high school levels. It is noticeable that there are few studies conducted at the primary school level. On the other hand, it has been determined that the research conducted at the primary school level is limited in terms of both the relationship between peer bullying and technology (mobile phone-tablet-television use) and the variables in this study. The current study is expected to contribute to the literature in these respects. The aim of this research is to examine peer bullying faced by primary school students in terms of various variables. In this context, the following questions have been addressed:

1. Students' exposure to peer bullying;
 - 1.1. Does it differ according to gender?
 - 1.2. Does it differ according to grade levels?
 - 1.3. What kind of bullying behavior are students exposed to at which grade level?
2. What is the relationship between students' levels of exposure to bullying and the time they spend watching television and playing with mobile phones and tablets?

Method

Research Model

In this study, which aims to examine primary school students' exposure to peer bullying in terms of various variables, the survey method, one of the quantitative research methods, was used. Survey models are research approaches that aim to describe a past or present situation as it exists. The situation, individual or object that is the subject of the research is tried to be defined within its own conditions and as it is. No effort is made to change or influence them in any way (Karasar, 2011).

Study Group

The study group of the research consists of 282 primary school students studying in a city in the Aegean Region. Information about the working group is given below.

Table 1.*Data on the Study Group*

	<i>n</i>	<i>%</i>		<i>n</i>	<i>%</i>
Gender			Spending time on mobile		
			Tel-Tab		
Girl	168	59.6	0-1 hours	111	39.4
Boy	114	40.4	1-2 hours	60	21.3
			2-3 hours	74	26.2
			3-4 hours	16	5.7
			4 hours and more	21	7.4
Grade			Daily TV watching time		
1.Grade	48	17.0	0-1 hours	86	30.5
2.Grade	91	32.2	1-2 hours	85	30.1
3.Grade	62	22.0	2-3 hours	77	27.3
4.Grade	81	28.8	3-4 hours	22	7.8
			4 hours and more	12	4.3

According to Table 1, of the 282 students participating in the research, 168 (60%) are female students and 114 (40%) are male students. 48 1st (17%), 2nd sophomores (32%), 62 3rd (22%), and 81 4th (29%) participated in the research. 39% of the students participating in the research use television, mobile phones and tablets for 2 hours or more per day.

Data Collection Tools

Personal Information Form

A personal information form prepared by the researchers for use within the scope of this study was used, which included the personal information of the participants (gender, grade level, daily television watching time, daily mobile phone and tablet playing time).

Violence/Bullying Scale in Schools

The data of the research were obtained through the scale called "Violence/Bullying in Schools", developed by Çinkır and Karaman-Kepekçi (2003) and adapted to primary school students by Çankaya (2011). The scale, consisting of 19 items, was prepared in a 5-point Likert type and consists of 3 sub-dimensions. Within the scope of the confirmatory factor analysis conducted by Çankaya (2011), 5 items from the scale were removed from the scale. Goodness of fit values regarding the confirmatory factor analysis result (GFI and CFI: above .90 and RMSEA value below .80) were found to be at an acceptable level and a high level of positive correlation was detected between the scale dimensions (Çankaya, 2011). In this form, the scale was examined for suitability for the primary school level by 3 faculty members and 2 classroom teachers who are experts in the field of classroom education. Two items in the scale were removed because they were not considered suitable for the primary school age group, in line with the opinions and suggestions of experts. Of the 12 items in the final version of the scale, 4 items are related to physical bullying, 5 items are related to verbal bullying and 3 items are related to emotional bullying. The lowest score that can be obtained from the scale is 12, while the highest score is 60. The answers to the items in the scale were classified as 1-never, 2-once, 3-occasionally, 4-very often, 5-every day. An increase in the score obtained from the scale indicates a greater exposure to bullying. Within the scope of the current study, the Cronbach Alpha reliability value of the scale was calculated as .82.

Data Analysis

The obtained data were transferred to the computer environment and analyzes were made through a statistical package program. Percentage and frequency values were calculated for the students' answers to each item, and for descriptive statistics, the total scores of the items and also the total scores of the sub-dimensions were calculated. Independent groups t-test to determine whether there is a difference according to gender; Pearson Correlation Coefficient was calculated to determine the relationship between television watching time, mobile phone-tablet playing time, grade level and bullying exposure level. One-way analysis of variance was performed to determine whether there was a difference in terms of class level. In case of a difference, Tukey test was applied to determine the difference between groups. Percentage and frequency analysis were used to determine the bullying behaviors that were most and least exposed according to grade level. The data obtained are given in the form of tables in the findings section.

Ethical Permits of Research:

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

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Uşak University Social and Human Sciences Scientific Research and Publication Ethics Board

Date of ethics review decision= 16.03.2023

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Findings

In this section, percentage and frequency values of the types of bullying behaviors that students are exposed to, whether bullying behaviors differ according to gender and grade levels, the bullying behaviors that students are most and least exposed to according to their grade levels, and the relationship between bullying behaviors and the duration of television, mobile phone and tablet usage. Findings on what kind of relationship exists are included.

In the table below, the percentage and frequency values of bullying behaviors experienced are given.

Table 2.*Percentage and Frequency Values of the Types of Bullying Behavior that Students are Exposed to*

	Everyday		Very often		Sometimes		Once		Never	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
1-Being kicked and slapped at school	11	3.9	5	1.8	53	18.8	36	12.8	177	62.8
2-My friends pushing me at school	19	6.7	27	9.6	101	35.8	53	18.8	82	29.1
3-My hair and ears were pulled by my friends at school	17	6	22	7.8	77	27.3	61	21.6	105	37.2
4-Rude jokes were made on me (punching, etc.) by my friends at school.	5	1.8	9	3.2	25	8.9	28	9.9	215	76.2
5-I was made fun of at school	23	8.2	24	8.5	97	34.4	47	16.7	91	32.3
6-Insulting and swearing at me at school	21	7.4	17	6	74	26.2	59	20.9	111	39.4
7-Being bullied by my friends at school	14	5	14	5	49	17.4	34	12.1	171	60.6
8-I was called names at school	46	16.3	24	8.5	70	24.8	39	13.8	103	36.5
9-Being threatened by my friends at school	7	2.5	13	4.6	21	7.4	43	15.2	198	70.2
10-Discrimination against me by my friends at school	7	2.5	11	3.9	68	24.1	50	17.7	146	51.8
11-Being excluded from the group by the group at school	10	3.5	22	7.8	58	20.6	45	16	147	52.1
12-My friends humiliated me at school	16	5.7	20	7.1	77	27.3	63	22.3	106	37.6

Items 1, 2, 3, and 4 in the scale refer to physical bullying; Items 5, 6, 7, 8 and 9 are about verbal bullying, and items 10, 11 and 12 are about emotional bullying. When Table 2 is examined, it can be seen that the most common type of bullying behavior encountered by students is verbal bullying. The most common verbal bullying behaviors are "calling me names at school" (25%) and "being made fun of at school" (17%). The most common physical bullying behavior is "my friends pushing me at school" (16%), followed by It was determined that "my hair and ears were pulled by my friends at school" (14%). The most common bullying behaviors in terms of emotional bullying are "my friends humiliating me at school" (13%) and "being excluded from the group by my friends at school" (11%) has been seen.

The mean and standard deviation values for peer bullying types and total scores are given in the table below.

Table 3.*Descriptive Statistics of Physical, Verbal and Emotional Bullying and Bullying Total Scores*

	<i>n</i>	<i>M</i>	<i>SD</i>	%
Physical bullying	282	7.9	3.2	39
Verbal bullying	282	10.5	4.0	42
Emotional bullying	282	6.0	2.5	40
Bullying total	282	24	8.1	41

The lowest score to be obtained from the scale is 12 and the highest score is 60. The students' total mean score of being exposed to bullying was calculated as 24.4. In other words, it is seen that approximately 41% of the students are exposed to bullying. When the types of bullying and exposure to bullying were examined, it was determined that students were most

exposed to verbal bullying (42.2%), followed by emotional bullying (40.1%) and finally physical bullying (39.3%).

Independent groups t-test was applied to determine whether the level of exposure to peer bullying made a difference according to gender. Analysis results are given in the table below.

Table 4.

T-test Results Regarding the Differences in Students' Views on Peer Bullying according to Gender

	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Physical bullying	Girl	168	7.3	2.75	3.40	0.00
	Male	114	8.6	3.69		
Verbal bullying	Girl	168	10.1	3.45	2.2	0.02
	Male	114	11.2	4.65		
Emotional bullying	Girl	168	5.4	2.20	5.4	0.00
	Male	114	6.9	2.54		
Bullying total	Girl	168	22.9	6.78	4.04	0.00
	Male	114	26.7	9.38		

When Table 4 was examined, it was determined that there was a significant difference between the averages of female students and male students in terms of total scores of exposure to bullying. Accordingly, male students' level of exposure to bullying was found to be significantly higher than female students ($t_{(280)}=4.04$; $p<.05$). Among the sub-dimensions, physical bullying ($t_{(280)}=3.40$; $p<.05$); verbal bullying ($t_{(280)}=2.2$; $p<.05$); and emotional bullying ($t_{(280)}=5.4$; $p<.05$) dimensions, male students were significantly more exposed to bullying behavior.

One-way analysis of variance was conducted to determine whether there was a significant difference between the level of exposure to peer bullying and the grade level. In case of a difference, the Tukey test was applied to determine the source of the difference. Analysis results are given in the table below.

Table 5.

One-Way Analysis of Variance Regarding the Differentiation of Students' Views on Peer Bullying according to Grade Levels

	Grade level	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	Comparison of means
Physical bullying	1 st grade	48	8.2	3.3	4.42	.00	4-2
	2 nd grade	91	7.3	2.5			
	3 rd grade	62	7.2	3.0			
	4 th grade	81	8.8	3.8			
	Total	282	7.9	3.2			
Verbal bullying	1 st grade	48	9.6	2.9	3.61	.01	4-1
	2 nd grade	91	10.3	3.1			
	3 rd grade	62	10.1	4.0			
	4 th grade	81	11.7	5.2			
	Total	282	10.5	4.0			
Emotional bullying	1 st grade	48	5.5	2.2	11.36	.00	4-1
	2 nd grade	91	5.5	2.2			
	3 rd grade	62	5.6	2.3			
	4 th grade	81	7.3	2.6			
	Total	282	6.0	2.5			
Bullying total	1 st grade	48	23.2	6.1	6.36	.00	4-1
	2 nd grade	91	23.1	6.0			
	3 rd grade	62	22.9	8.0			
	4 th grade	81	27.8	10.3			
	Total	282	24.4	8.1			

When the table is examined, it is seen that 4th grade students are exposed to significantly more bullying behavior than 2nd and 3rd grade students in terms of physical bullying ($F=4.4$, $p<.05$). There is a significant difference between 4th grade students and 1st grade students in terms of exposure to verbal bullying ($F=3.6$, $p<.05$). In terms of emotional bullying, it is understood that 4th grade students are exposed to peer bullying significantly more than 1st, 2nd and 3rd grade students ($F=11.3$, $p<.05$). In terms of total scores of exposure to bullying, it is seen that 4th grade students have significantly higher scores than 1st, 2nd and 3rd grade students ($F=6.3$, $p<.05$). According to these findings, it is noticeable that there is a significant increase in bullying behavior of 4th grade students in general. While the total score average in the lower grades is approximately 23, it is seen that this average increases to around 28 points in the 4th grade. The increase is approximately 5 points. In other words, it is seen that there is a 21.8% increase in the level of exposure to peer bullying in the 4th grade.

The table below shows the most and least common bullying behaviors according to grade level and the percentage and frequency values of these behaviors.

Table 6.

Types of Bullying Behavior that are Most and Least Exposed to according to Grade Levels

		1 st Grade		2 nd Grade	
Physically	Type of bullying	Most push	Least rude joke	Most push	Least rude joke
	Frequency	18	8	28	18
	Percentage	37.5	16.7	30.8	19.8
Verbal	Type of bullying	Name calling	Being threatened	Name calling	Being threatened
	Frequency	12	7	25	13
	Percentage	25	14.6	27.5	14.3
Emotional	Type of bullying	Humiliation	Discrimination	Humiliation	Discrimination
	Frequency	19	12	35	27
	Percentage	39.6	25	38.5	29.7
		3 rd Grade		4 th Grade	
Physically	Type of bullying	Most push	Least rude joke	Most push	Least rude joke
	Frequency	20	11	26	15
	Percentage	32.3	17.7	32.1	18.5
Verbal	Type of bullying	Insult/ Swearing	Being threatened	Name calling	Being threatened
	Frequency	16	9	20	12
	Percentage	25.8	14.5	24.7	14.8
Emotional	Type of bullying	Humiliation	Discrimination	Exclusion	Humiliation
	Frequency	24	17	31	22
	Percentage	38.7	27.4	38.3	27.2

The table shows which bullying behaviors students are exposed to the most and least, according to their grade level. Accordingly, in the physical bullying type, students in all classes are most exposed to "push" bullying behavior. The least common bullying behavior was determined to be "making a rude joke" (punching, etc.). In the type of verbal bullying, the most common behavior among students is "name-calling" in the 1st, 2nd and 4th grades, while this is replaced by "insulting and swearing" behavior in the 3rd grade. The least common bullying behavior in the verbal bullying type stands out as "threat" in all primary school grades. In terms of emotional bullying, it is understood that the most common bullying behavior encountered by students in the 1st, 2nd and 3rd grades is "humiliation", while "exclusion from the group" behavior is seen more in the 4th grade. The least common type of emotional bullying behavior was "discrimination against me by my friends" in the 1st, 2nd and 3rd grades, while the least common bullying behavior in the 4th grade was "humiliation".

In the table below, the correlation values between students' television viewing and mobile phone and tablet usage time and their level of exposure to bullying are given.

Table 7.*Relationship Between Independent Variables and Bullying Values*

	1	2	3	4	5	6
1-Bullying total	1					
2-Physical bullying	.83**	1				
3-Verbal bullying	.89**	.58**	1			
4-Emotional bullying	.77**	.50**	.56**	1		
5-Television watching time	-.07	-.06	-.08	-.04	1	
6-Mobile phone-tablet usage time	.67**	.42**	.76**	.42**	-.08	1

* p<0.05 ** p<0.01

While no significant relationship could be detected between television viewing time and bullying total scores or sub-dimensions, high-level relationships were detected between mobile phone and tablet usage time and levels of exposure to bullying. As the duration of mobile phone and tablet use increases, the total score average of the level of bullying exposure increases positively and at a high level ($r=.67$). It is seen that the highest relationship between mobile phone and tablet usage time and sub-dimensions is with verbal bullying ($r=.76$). It was determined that there were moderate and positive correlations between the duration of mobile phone and tablet use and the physical bullying sub-dimension ($r=.42$) and emotional bullying sub-dimension ($r=.42$).

Discussion and Conclusion

Among the students participating in the research, the most frequently exposed physical bullying behaviors include "my friends pushing me at school" (16%), "my friends pulling my hair and ears at school" (14%); and the most frequently exposed verbal bullying behaviors being "calling me names at school" (25%), "being made fun of at school" (17%), and among the most frequently exposed emotional bullying behaviors, "my friends humiliating me at school" (13%) and "being excluded from the group by my friends at school" (11%) are among the most common bullying behaviors. It can be said that it is located. Physical bullying behaviors include pushing, hair and ear pulling; Name calling and ridicule in verbal bullying; It is seen that humiliation and exclusion from the group behaviors are more common in emotional bullying. In their study, Pateraki and Houndoumadi (2001) reported that the most common bullying behaviors were name-calling, hitting and kicking, and Dawes, et al. (2022) stated that the most serious type of bullying was physical bullying, Karabulut, et al. (2023) stated that students were exposed to bullying through making fun, getting offended, taking things by force, mocking, and excluding behaviors.

According to the results of the research, it is seen that students are mostly exposed to verbal bullying (name calling, mocking). Verbal bullying is easier to implement than other types of bullying. For this reason, it can be expected that the most common type of bullying is verbal bullying. As a matter of fact, there are studies in the literature that reach similar results (Ahmed, et al., 2023; Altun-Kobul et al., 2022; Nasheeda, et al., 2017; Ramdani, et al., 2021; Yılmaz & Malkoç, 2020). Pečjak and Pirc (2017) found that individuals exposed to peer bullying were frequently exposed to verbal and social bullying, and Nurlia and Suardiman (2020) found that 40-45% of students exhibited verbal bullying behavior by making fun of their peers. On the other hand, other studies have been found showing that students are most

exposed to verbal and physical bullying (Akpınar & Akpınar, 2022; Altuntaş & Sulak, 2022; Antiri, 2016; Çarkıt & Bacanlı, 2020).

According to the findings obtained in the current study, students are most exposed to verbal bullying, then emotional bullying, and finally physical bullying. These results also coincide with the study conducted by Şardağ and Yılmaz (2023). In this context, it can be said that the results obtained in the research and the literature generally overlap. When exposure to peer bullying was considered in terms of gender, it was determined that male students were more exposed to peer bullying. When the relevant studies are examined, it can be seen that generally similar results are found. Alikışıfoğlu et al. (2004) and Özen (2006) concluded in their studies that male students are more exposed to physical bullying behavior. Pişkin (2010), Cenkseven-Önder et al. (2012), Hamurcu (2020) and Altun-Kobul et al. (2022) stated that male students were more involved in bullying behavior compared to female students. Similarly, there are studies in the literature that find that male students tend to exhibit more bullying behavior than female students (Güneş, 2018; Kocatürk, 2014; Özcan et al., 2020).

Some studies conducted outside Türkiye have also found that male students have higher levels of exhibiting bullying behavior and being exposed to this behavior (Almahasneh, 2019; Alrokban, et al., 2019; Scheithauer, et al., 2006; Stankovic, et al., 2022; Veldkamp, Van Bergen, et al., 2017). Considering these results, it can be said that the result obtained within the scope of the research overlaps with the studies in the literature. It is essentially expected that male students have higher levels of bullying behavior and exposure to bullying. The main reasons for this can be listed as factors such as the activeness of boys, hormonal characteristics, social and environmental reasons, and the fact that such behaviors are seen as male-specific behaviors in society.

When exposure to bullying behavior was examined in terms of grade level, it was determined that 4th grade students were more exposed to bullying behavior than lower grades. Kale and Demir (2017) found that 4th grade primary school students showed more bullying behavior than 3rd grade students. As a result of the study conducted by Gümüşler-Başaran (2014) on high school students, it was concluded that upper grades encountered bullying behavior more than lower grades. In terms of primary school, while 1st, 2nd and 3rd grade students are more childlike, they undergo a significant change in the 4th grade. This change, as in many other issues, can also be effective in starting to exhibit negative behaviors. Bullying behaviors also increase at this grade level. Because at the 4th grade level, it is normal for students to grow in age, to want to be accepted by their peers, and to have social relationships with people they take as role models who will negatively affect them.

When bullying behaviors were examined by grade level, it was seen that the most common physical bullying behavior was "pushing". The fact that students in this age group are active can be shown as the most important reason for this situation. Among emotional bullying behaviors, it was observed that bullying behavior, which was humiliation in the 1st, 2nd and 3rd grades, turned into exclusion behavior from the group in the 4th grade. It can be said that this situation arises from the motivation of self-protection, seeing violence as a solution and the behavior of accepting oneself among peer groups as the age increases.

Within the scope of the study, while no significant relationship was found between the time spent watching television and types of bullying, high positive relationships were detected between the time spent on tablets and mobile phones and types of bullying. The highest correlation between time spent on tablets and mobile phones is with verbal bullying, followed by physical and emotional bullying. It was also determined that there was a strong positive relationship with bullying total scores. The increase in time students spend with devices such as mobile phones and tablets negatively affects them. According to Özdemir and Akar (2011), internet use exceeding five hours a day increases the tendency for individuals to display bullying behavior. Kocatürk (2014) concluded that individuals who have a computer connected to the internet at home, have an internet connection with a tablet or mobile phone, spend more than 4 hours a day on the internet, and have a personal mobile phone are both more exposed to bullying and show more bullying behavior has reached. On the other hand, internet and mobile phone use also causes social anxiety in individuals (Duan et al., 2020; Selfhout et al., 2009). It can be thought that individuals with high levels of social anxiety will be more exposed to bullying behavior. Unlike other studies on this subject, Güneş (2018) did not find a relationship between the level of phone addiction and bullying tendency in his study. However, it can be said that the results obtained from the current study generally overlap with other studies.

Recommendations

Within the framework of the results obtained, the following recommendations can be made;

There appears to be an increase in bullying behavior in schools. In this context, it may be recommended to provide awareness training for school administrators, families and teachers. In this regard, school guidance services can be made more active by organizing events to inform parents and students.

Students can be given awareness training about what they can do and what their rights are when they are exposed to bullying.

Considering that male students are more prone to bullying, it may be recommended that they be directed to positive activities that can discharge their energy and meet their need for movement.

In order to better recognize and understand primary school 4th grade students, teachers, families and school administrators can be informed.

The time students spend on phones and tablets should be controlled. Games and applications that encourage violence should be monitored and kept under control while using mobile phones and tablets.

Social clubs can be created in schools and activities related to cooperation, love, respect and tolerance can be carried out in these clubs.

Students can be directed to sports and cultural activities that will encourage them positively in their free time outside of school.

It may be suggested to conduct new quantitative and qualitative studies on peer bullying in primary schools from different dimensions.

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There is no conflict of interest in the research.

İlkokul Öğrencilerinde Akran Zorbalığının Çeşitli Değişkenler Açısından İncelenmesi



Özet

Bu araştırma, ilkokul öğrencilerinin okulda akran zorbalığına maruz kalma düzeylerinin belirlenmesi ve zorbalığa maruz kalma düzeylerinin cinsiyet, sınıf düzeyi, televizyon izleme süresi, tablet ve cep telefonu kullanım süresi bakımından incelenmesi amacıyla gerçekleştirilmiştir. Araştırmada betimsel tarama yöntemi kullanılmıştır. Araştırmanın çalışma grubunu 2022-2023 eğitim-öğretim döneminde Ege Bölgesi'nde bir ilde öğrenim görmekte olan 282 ilkokul öğrencisi oluşturmaktadır. Veri toplama aracı olarak araştırmacılar tarafından hazırlanan kişisel bilgi formu ve "Okullarda Şiddet/Zorbalık" adlı ölçek kullanılmıştır. Bulgular incelendiğinde öğrencilerin okulda %41 düzeyinde zorbalığa maruz kaldıkları, en fazla karşılaştıkları zorba davranış türünün ise sözel zorbalık olduğu görülmüştür. Ulaşılan sonuçlara göre fiziksel zorbalık kategorisinde itme, saç ve kulak çekme; sözel zorbalık kategorisinde ad takma ve alay etme; duygusal zorbalık kategorisinde ise gruptan dışlamak ve küçük düşürme akranlar arasında daha sık görülen davranışlar olarak tespit edilmiştir. Bütün zorbalık türlerinde erkek öğrenciler kız öğrencilere ve 4. sınıf öğrencileri diğer sınıf düzeylerine kıyasla akran zorbalığına daha fazla maruz kalmaktadır. Televizyon izleme süresi ile zorbalık türleri arasında anlamlı bir ilişki tespit edilemezken cep telefonu-tablet ile geçirilen süre ve zorbalık türleri arasında pozitif yönlü yüksek ilişkiler tespit edilmiştir.

Anahtar Kelimeler: Akran zorbalığı, ilkokul, istenmeyen davranışlar.

Giriş

Akran zorbalığı, okullarda öğrenciler arasında fazlaca karşılaşılan şiddet davranışları arasında yer almakta (Yurtal ve Cenkseven, 2007) ve son yıllarda öğrenciler arasında artış göstermektedir (Bayar & Balcı, 2023; Kurtça, vd., 2020; Lim & Hoot, 2015; Radwan, vd., 2021). Zira akran zorbalığı bireyin, sürekli ve düzenli şekilde kişi veya kişilerin olumsuz davranışlarına maruz kalmasıdır (Olweus, 1993). Başka bir deyişle zorbalık, güçlü olanların kendinden zayıf olanlara karşı fiziksel, sözel veya duygusal biçimlerde yaptıkları saldırılar veya daha genel bir ifadeyle güçlü olanların zayıf olanları ezmesi, baskı altına almasıdır (Besag, 1989).

Literatür incelendiğinde akran zorbalığı ile ilgili yapılan çalışmaların daha çok ortaokul ve lise düzeyinde yoğunlaştığı ilkokul düzeyinde yapılan çalışmaların az olduğu göze çarpmaktadır. İlkokul düzeyinde yapılan araştırmaların gerek akran zorbalığı ve teknoloji (cep telefonu-tablet-televizyon kullanımı) ilişkisi gerekse bu çalışmadaki değişkenler açısından sınırlı olduğu tespit edilmiştir. Bu nedenle bu araştırmada ilkokul öğrencilerinin akran zorbalığı bağlamında hangi zorbalık türlerine ne düzeyde maruz kaldıkları araştırılmıştır. Ayrıca öğrencilerin akran zorbalığına maruz kalma düzeylerinin cinsiyet ve sınıf düzeylerine göre farklılaşıp farklılaşmadığı, hangi sınıf düzeyinde ne tür zorba davranışlara maruz kaldıkları, zorbalığa maruz kalma düzeyleri ile televizyon izleme ve cep telefonu-tablet ile oynama süreleri arasında nasıl bir ilişki olduğu incelenmiştir.

Yöntem

Araştırmada nicel araştırma yöntemlerinden betimsel tarama yöntemi kullanılmış ve araştırmaya katılan 282 öğrencinin 168'ini (%60) kız öğrenciler, 114'ünü %40 erkek öğrenciler oluşturmuştur. Araştırmaya 1. sınıflardan 48 kişi (%17), 2. sınıflardan 91 kişi (%32), 3. sınıflardan 62 kişi (%22), 4. sınıflardan ise 81 kişi (%29) katılmıştır. Araştırmaya katılan öğrencilerin %39'u günlük 2 saat ve üzerinde televizyon, cep telefonu-tablet kullanmaktadır. Bu çalışmada kullanılmak üzere araştırmacılar tarafından hazırlanan katılımcıların kişisel bilgilerinin (cinsiyet, sınıf düzeyi, günlük televizyon izleme süresi, günlük cep telefonu ve tablet ile oynama süresi) yer aldığı bir adet kişisel bilgi formu kullanılmıştır.

Ayrıca araştırmanın verileri Çankır ve Karaman-Kepenekçi (2003) tarafından geliştirilen ve Çankaya tarafından (2011) ilköğretim öğrencilerine uyarlanan "Okullarda Şiddet/Zorbalık" adlı ölçek vasıtasıyla elde edilmiştir. 19 maddeden oluşan ölçek 5'li likert tipinde hazırlanmış olup 3 alt boyuttan oluşmaktadır. Çankaya (2011) tarafından yapılan doğrulayıcı faktör analizi kapsamında ölçeğe ait 5 madde ölçekten çıkartılmıştır. Doğrulayıcı faktör analizi sonucuna ilişkin uyum iyiliği değerleri (GFI ve CFI: .90'ın üzerinde ve RMSEA değeri ise .80'in altında) kabul edilebilir düzeyde bulunmuş ve ölçek boyutları arasında yüksek düzeyde pozitif korelasyon tespit edilmiştir (Çankaya, 2011). Bu haliyle ölçek, sınıf eğitimi alanında uzman 3 öğretim üyesi ve 2 sınıf öğretmeni tarafından ilkökul düzeyine uygunluk bakımından incelenmiştir. Ölçekte yer alan 2 madde uzmanların görüş ve önerileri doğrultusunda ilkökul yaş grubuna uygun görülmemesi nedeniyle çıkartılmıştır. Son haliyle ölçekte yer alan 12 maddenin 4 maddesi fiziksel zorbalık, 5 maddesi sözel zorbalık ve 3 maddesi ise duygusal zorbalık ile ilişkilidir. Ölçeğin mevcut çalışma kapsamında Cronbach Alpha güvenirlik değeri .82 olarak hesaplanmıştır.

Öğrencilerin her maddeye verdikleri cevaplar için yüzde ve frekans değerleri, betimleyici istatistikler için ise maddelerin toplam puanları ve ayrıca alt boyutların toplam puanları da hesaplanmıştır. Cinsiyete göre farklılaşma olup olmadığını belirlemek için bağımsız gruplar t testi; televizyon izleme süresi, cep telefonu-tablet ile oynama süresi ve sınıf düzeyi ile zorbalığa maruz kalma düzeyi arasındaki ilişkinin belirlenmesi için Pearson Korelasyon Katsayısı hesaplanmıştır. Sınıf düzeyi bakımından farklılaşma olup olmadığını tespit edilmesi için tek yönlü varyans analizi yapılmıştır. Fark oluşması durumunda ise gruplar arası farkın belirlenmesi için Tukey testi uygulanmıştır. Sınıf düzeyine göre en fazla ve en az maruz kalınan zorba davranışların tespiti için yüzde ve frekans analizinden yararlanılmıştır.

Araştırmanın Etik İzinleri:

Bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Etik değerlendirmeyi yapan kurulun adı = Uşak Üniversitesi Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu

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Bulgular

Öğrencilerin en fazla karşılaştıkları zorba davranış türünün sözel zorbalık olduğu görülmektedir. En fazla görülen sözel zorbalık davranışlarının ise “okulda bana ad takılması” (%25) ve “okulda benimle alay edilmesi” (%17) olduğu görülmektedir. En fazla görülen fiziksel zorbalık davranışının “okulda arkadaşlarımla beni itmesi” (%16) ardından ise “okulda arkadaşlarımla tarafından saç ve kulağımın çekilmesi” (%14) olduğu tespit edilmiştir. Duygusal zorbalık açısından en fazla görülen zorba davranışlar ise “okulda arkadaşlarımla beni küçük düşürmesi” (%13) ve “okulda arkadaşlarımla tarafından gruptan dışlanmak” (%11) olduğu görülmüştür. Öğrencilerin yaklaşık (%41) düzeyinde zorbalığa maruz kaldıkları görülmektedir. Zorbalık türleri ve zorbalığa maruz kalma durumları incelendiğinde ise öğrencilerin en fazla sözel zorbalığa (%42.2), ardından duygusal zorbalığa (%40.1) ve son olarak fiziksel zorbalığa (%39.3) maruz kaldıkları tespit edilmiştir.

Zorbalığa maruz kalma toplam puanlar bakımından incelendiğinde kız öğrencilerin ortalamaları ile erkek öğrencilerin ortalamaları arasında anlamlı bir fark olduğu tespit edilmiştir. Buna göre erkek öğrencilerin kız öğrencilere göre zorbalığa maruz kalma düzeyi anlamlı derecede daha yüksek bulunmuştur ($t_{(280)}=4.04$; $p<.05$). Alt boyutlardan fiziksel zorbalık ($t_{(280)}=3.40$; $p<.05$); sözel zorbalık ($t_{(280)}=2.2$; $p<.05$); ve duygusal zorbalık ($t_{(280)}=5.4$; $p<.05$) boyutlarının tümünde de erkek öğrencilerin zorbalık davranışlarına anlamlı derecede daha fazla maruz kaldıkları görülmektedir.

Fiziksel zorbalık bakımından 4. sınıf öğrencilerinin 2 ve 3. sınıf öğrencilerine göre anlamlı derecede daha fazla zorba davranışlara maruz kaldıkları görülmektedir ($F=4.4$, $p<.05$). Sözel zorbalığa maruz kalma bakımından 4. sınıf öğrencileri ile 1. sınıf öğrencileri arasında anlamlı bir farklılık olduğu görülmektedir ($F=3.6$, $p<.05$). Duygusal zorbalık açısından da 4. sınıf öğrencilerinin 1, 2 ve 3. sınıf öğrencilerine göre anlamlı derecede daha fazla akran zorbalığına maruz kaldıkları anlaşılmaktadır ($F=11.3$, $p<.05$). Zorbalığa maruz kalma toplam puanları bakımından yine 4. sınıf öğrencilerinin 1, 2 ve 3. sınıf öğrencilerinden anlamlı derecede daha yüksek puanlara sahip oldukları görülmektedir ($F=6.3$, $p<.05$). Bu bulgulara göre genel olarak 4. sınıf öğrencilerinin zorbalığa maruz kalma davranışlarında anlamlı bir artışın olduğu göze çarpmaktadır. Alt sınıflardaki toplam puan ortalaması yaklaşık 23 iken, 4. sınıfa gelindiğinde bu ortalamanın 28 puan civarına yükseldiği görülmektedir. Artış yaklaşık 5 puan düzeyindedir. Diğer bir deyişle 4. sınıfta akran zorbalığına maruz kalma düzeyinde %21.8 düzeyinde bir artışın olduğu görülmektedir.

Fiziksel zorbalık türünde tüm sınıflarda öğrenciler en fazla “itme” zorba davranışına maruz kalmaktadırlar. En az karşılaşılan zorbalık davranışı ise “kaba şaka yapılması” (yumruk atılması vs.) olarak tespit edilmiştir. Sözel zorbalık türünde öğrenciler arasında en fazla karşılaşılan davranışlar 1., 2. ve 4. sınıfta “ad takma” iken bu durum 3. sınıfta yerini “hakaret ve küfretme” davranışına bırakmaktadır. Sözel zorbalık türünde en az karşılaşılan zorba davranışlar ise ilkökul kademesindeki bütün sınıflarda “tehdit edilme” olarak göze çarpmaktadır. Duygusal zorbalık bakımından 1., 2. ve 3. sınıfta öğrencilerin en fazla karşılaştıkları zorbalık davranışının “küçük düşürme” olduğu görülürken, 4. sınıfta “gruptan

dışlanma” davranışının daha fazla görüldüğü anlaşılmaktadır. Duygusal zorbalık türünde en az karşılaşılan davranışlar 1., 2. ve 3. sınıfta “arkadaşlarım tarafından bana ayırım uygulanması” olurken, 4. sınıfta en az görülen zorbalık davranışının “küçük düşürme” olduğu görülmektedir.

Televizyon izleme süresi ile zorbalık toplam puanları veya alt boyutları arasında anlamlı bir ilişki tespit edilemezken, cep telefonu ve tablet kullanım süresi ile zorbalığa maruz kalma düzeyleri arasında yüksek düzeyli ilişkiler tespit edilmiştir. Cep telefonu ve tablet kullanım süresi arttıkça zorbalığa maruz kalma düzeyi toplam puan ortalamaları pozitif ve yüksek düzeyde artmaktadır ($r=.67$). Cep telefonu ve tablet kullanım süresi ile alt boyutlar arasında en yüksek ilişkinin sözel zorbalık ile olduğu görülmektedir ($r=.76$). Cep telefonu ve tablet kullanım süresi ile fiziksel zorbalık alt boyutu ($r=.42$) ve duygusal zorbalık alt boyutu açısından da ($r=.42$) orta düzeyli ve pozitif korelasyonlar olduğu tespit edilmiştir.

Tartışma ve Sonuç

Araştırmaya katılan öğrenciler arasında en fazla maruz kalınan fiziksel zorba davranışlar arasında "okulda arkadaşlarımın beni itmesi" (%16), "okulda arkadaşlarım tarafından saç ve kulağımın çekilmesi" (%14); en fazla maruz kalınan sözlü zorba davranışlar arasında "okulda bana ad takılması" (%25), "okulda benimle alay edilmesi" (%17), en fazla maruz kalınan duygusal zorba davranışlar arasında ise "okulda arkadaşlarımın beni küçük düşürmesi" (%13) ve "okulda arkadaşlarım tarafından gruptan dışlanmak" (%11) zorba davranışlarının yer aldığı söylenebilir. Fiziksel zorba davranışlar arasında itme, saç ve kulağın çekilmesi; sözel zorbalık içerisinde ad (isim) takma ve alay etme; duygusal zorbalık içerisinde ise küçük düşürülme ve gruptan dışlanma davranışlarının daha yaygın olduğu görülmektedir. Araştırma sonuçlarına göre öğrencilerin en fazla sözel zorbalığa (ad takma, alay etme) maruz kaldıkları görülmektedir. Mevcut çalışmada elde edilen bulgulara göre öğrenciler en çok sözel zorbalık ve ardından duygusal zorbalığa son olarak da fiziksel zorbalığa maruz kalmaktadırlar. Elde edilen sonuçların genel olarak literatürle örtüştüğü görülmüştür.

Akran zorbalığına maruz kalma durumu cinsiyet bakımından ele alındığında erkek öğrencilerin akran zorbalığına daha fazla maruz kaldıkları tespit edilmiştir. Gerek Türkiye gerekse de Türkiye dışında yapılmış çalışmalarda genel olarak erkek öğrencilerin zorba davranış sergileme ve bu davranışlara maruz kalma düzeylerinin daha yüksek olduğu tespit edilmiştir. Erkek öğrencilerin zorba davranış gösterme ve zorbalığa maruz kalma düzeylerinin daha fazla olması beklenen bir durumdur. Bunun temel nedenleri arasında erkek çocukların hareketli olmaları, hormonal özellikler, sosyal ve çevresel nedenler, toplumda bu tür davranışların erkeklere özgü davranışlar olarak görülmesi gibi faktörler söylenebilir.

4. sınıf öğrencilerinin alt sınıflara göre zorba davranışlara daha fazla maruz kaldıkları tespit edilmiştir. Zorba davranışların 4. sınıf düzeyinde artış göstermesinin sebebi olarak öğrencilerin yaşlarının büyümesi, kendilerini akranlarına karşı kabul ettirme istekleri ve kendilerini olumsuz etkileyecek rol model aldıkları kişiler ile sosyal ilişki içerisinde olmaları gösterilebilir. Sınıf düzeyine göre zorba davranışlar incelendiğinde en çok karşılaşılan fiziksel zorba davranışın “itme” olduğu görülmüştür. Öğrencilerin bu yaş grubunda hareketli olmaları bu durumun en önemli nedeni olarak gösterilebilir. Duygusal zorba davranışlar arasında ise 1,

2 ve 3. sınıfta küçük düşürme olan zorba davranışın 4. sınıfta gruptan dışlama davranışına dönüştüğü görülmüştür. Bu durumun kendini koruma güdüsü ile şiddeti bir çözüm yolu olarak görme ve yaş büyüdükçe kendini akran grupları arasında kabullendirme davranışlarından kaynaklandığı söylenebilir. Çalışma kapsamında televizyon izleme süresi ile zorbalık türleri arasında anlamlı bir ilişki tespit edilememişken, tablet ve cep telefonu ile geçirilen süre ve zorbalık türleri arasında ise pozitif yönlü yüksek düzeyde ilişkiler tespit edilmiştir.

Öneriler

Elde edilen sonuçlar çerçevesinde;

Okullarda zorba davranışlarda artış olduğu görülmektedir. Bu bakımdan okul rehberlik servisleri; öğretmenleri, velileri ve öğrencileri bilgilendirme amacıyla düzenleyeceği etkinlikler ile daha aktif hale getirilebilir.

Zorbalığa maruz kalındığında öğrencilere neler yapabilecekleri ve haklarının neler olduğu konusunda farkındalık eğitimi verilebilir.

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An Action Research on Primary School Students' Reading Comprehension and Reasoning Skills

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Abstract

In this study, the effects of IMPROVE and Fermi problems on the development of reading comprehension skills and reasoning skills of primary school students were investigated in order to improve reading comprehension skills, deep reading strategy was preferred and informative and narrative texts were selected and used from the PIRLS exam texts. In order to develop mathematical reasoning skills, IMPROVE teaching method was preferred and TIMSS exam questions were selected and used in Fermi problems and reasoning. The study group of the research included a total of 17 students in a primary school in Bingöl city center in the second semester of the 2020-2021 academic year. The study was designed with action research, one of the qualitative research methods. The collected data were analyzed using the document analysis method of qualitative research and the statistical method of quantitative research. According to the research findings, it was concluded that the deep reading strategy applied for the development of reading comprehension skills of primary school students and IMPROVE and Fermi problems applied for the development of reasoning skills had a positive effect on students' reading comprehension and reasoning skills. It is suggested that reading comprehension and mathematical reasoning strategies should be taught to teachers.

Keywords: Critical thinking, comprehension skills, Fermi problems.

Introduction

The development of science and technology, changing living conditions, changing needs of the individual and society have also affected the roles expected of individuals. The information age we are in creates the need for individuals who can produce knowledge and use it functionally in life, have various thinking skills, reason, solve problems, contribute to society and culture, instead of individuals with a lot of knowledge (Ministry of National Education [MoNE], 2018). This means individuals with developed reading comprehension, thinking and reasoning skills. Since it is known that it is not possible to show individuals all the problem situations that they may encounter in daily life, individuals who can solve the problem as a result of understanding the problem with the acquired knowledge and using reasoning skills by using the knowledge rather than acquiring knowledge can only be successful in changing life conditions.

In the changing education system, the individual's awareness of his/her own learning process, understanding and reasoning about what he/she reads, rather than the transfer of knowledge, makes the individual successful. Engaging in mathematics provides individuals with skills such as problem solving, mathematical thinking, logical reasoning, and individuals can benefit from the depth of mathematics by developing strong mathematical skills (Trends in International Mathematics and Science Study [TIMSS], 2019). In this context, elements such as reasoning, communicating, associating, applying knowledge to the problem situation are among the requirements of problem solving (National Council of Teachers of Mathematics [NCTM], 2000). Therefore, it is necessary to provide individuals with methods and thinking skills that will help them solve problems and to improve their mathematical thinking skills. One of the basic skills required for problem solving is undoubtedly reading comprehension, mathematical thinking and reasoning. As a matter of fact, information and technology are advancing rapidly today, and our age has made it necessary for individuals to be good problem solvers with the skills of reasoning by understanding what they read.

In order for the exams to achieve their purpose, the questions must also be of high quality. This can be achieved by applying questions that can measure different levels of thinking in the exam. Exams should include not only questions at the knowledge level but also questions that will enable students to think at a higher level. It is seen that the use of questions to measure only lower level thinking skills decreases the distinctiveness of the exam. Questions measuring lower level thinking skills do not allow students to engage in serious mental activity (Dost, et al., 2011). In this context, it is emphasized that since there will not be only knowledge level questions in the exams that students will face, it is necessary for them to use appropriate reasoning strategies, which is one of the elements that will enable them to better understand what they read and reach the upper levels of cognitive domain steps. Reading comprehension and reasoning skills affect the solution of the problems we face in our daily lives and our success in international exams.

According to MoNE (2016), in PISA (Programme for International Student Assessment), which is an international study that enables countries to compare the knowledge and skill levels of their students, their education systems with each other, and to identify the strengths and weaknesses of their education systems, Türkiye ranks lowest in reading and other subjects. The areas in the PISA exam, which is conducted every three years around the world, are mathematical literacy, reading skills and science literacy; however, the concept of "literacy" is taken as a basis for all areas of assessment. In other words, the PISA and PIRLS (Progress in International Reading Literacy Study) exams are exams that measure students' reading comprehension skills and provide an opportunity for cross-country comparison. One of the important aspects of these exams is that they only focus on reading comprehension skills (Mullis, et al., 2016). Indeed, the prerequisite for success in assessment-based exams such as PISA and PIRLS is the development of reading comprehension and reasoning skills.

TIMSS, another international test that paints a picture of countries' education systems, assesses various problem-solving situations in the context of mathematics, and about two-thirds of the questions require students to use application and reasoning skills. Cognitive domains are the same for both grade levels, but their weights vary according to grade level. In the eighth grade, less emphasis is placed on the domain of knowing and more emphasis is placed on the domain of reasoning compared to the fourth grade (MoNE, 2018). In this context, in this study, it is predicted that since students will frequently encounter the field of reasoning in their future educational life, they will be able to successfully overcome the problems they will encounter in their educational life and daily life by understanding and approaching them with appropriate reasoning skills by improving their reading comprehension and reasoning skills. In this context, is there an effect of the in-depth reading strategy on the development of reading comprehension skills and the IMPROVE strategy and Fermi Problems on the development of reasoning skills of primary school students? It was investigated by creating a problem statement and sub-problems as follows.

1. What is the effect of the deep reading strategy on reading comprehension skills?
2. What is the effect of IMPROVE strategy and Fermi problems on reasoning skills?

3. What is the effect of using strategies to improve students' reading comprehension and mathematical reasoning skills on their achievement levels?

Method

Research Model

This study, which aims to examine the effect of the in-depth reading strategy applied for the development of reading comprehension skills and the IMPROVE and Fermi problems applied for the development of reasoning skills of primary school students, was modeled with the action research method of qualitative research design. Action research is a model of professional development related to a process that continually enables educators to improve teaching research, student learning and student learning (Rawlinson & Little, 2004). As it is known, action research is a research conducted by expert researchers, with the participation of practitioners and those who are party to the problem, aiming to determine the measures to be taken to improve the situation by making a critical evaluation of the existing practice (Yıldırım & Şimşek, 2005).

The data in the research were adopted through document analysis. Document analysis can be defined as scanning and collecting first-hand data related to the research and reaching new information by analyzing the collected data (Özkan, 2019). The process of the action research design model in practice is given in Table 1.

Table 1.

Action Research Design Model of the Implementation

	Pre-test	Process	Post-test
	O ₁	X	O ₂
Experiment group	Pre-test	5 weeks of activities to improve reading comprehension and reasoning skills (Intervention)	Post-test

Working Group

The study group of the research includes a total of 17 students studying in the researcher's class in the school where the researcher teaches in the 2020-2021 academic year. While determining the study group, Covid-19 pandemic restrictions were taken into consideration and convenience sampling method, one of the purposeful sampling types, was preferred. Convenience sampling, also known as convenience sampling, provides ease of obtaining permission (Şimşek, 2012). At the same time, the preference for this sampling type is due to the fact that it is more easily accessible to include the study group in the research process (Ekiz, 2009, p.106).

The study was conducted in the school where the researcher was teaching, as it was thought that it would provide the researcher with an easier data collection opportunity since it was the institution where the researcher worked. The role of the researcher was that of the practitioner, the teacher of the class and the researcher as the person who conducted the research. For ethical reasons, the names of the students were not used in the research. In the study, a data collection tool was created from TIMSS and PIRLS questions whose validity and

reliability were ensured. The distribution of the students in the study group according to gender is given in Table 2.

Table 2.

Distribution of Individuals in the Study Group by Gender

Gender	Working group
Male	8
Female	9
Total	17

Data Collection Tools

In order to create the data collection tool, firstly, a total of 36 questions at the 4th grade level from TIMSS 2007, 2011 and 2015, which were included in TIMSS and measured reasoning skills, were accessed. Three different texts taken from PIRLS 2011; Daily Walk (Informative), Fly Eagle Fly (Narrative) and Enemy Pie (Narrative) and 40 questions related to these texts were used. The scoring rubrics of these texts were translated from English to Turkish with expert support. There are 20 multiple-choice and 20 open-ended questions about the texts. The pre-test and post-test questions consisting of open-ended and multiple-choice questions are also scored according to the scoring scale. In the PIRLS 2011 exam, 10 questions were selected from a total of 40 questions consisting of three stories. After the opinions of several experts working at Bingöl and İnönü Universities and experienced classroom teachers, a data collection tool was created from 20 questions consisting of TIMSS and PIRLS questions. In this direction:

Pre-Test Data Collection Tool

The Daily Walk (Informative) text and two multiple choice and three open-ended questions related to this text were selected from the PIRLS 2011 texts. A pre-test was created by selecting five questions from the 36 TIMSS questions with the reasoning domain that were open to access. In order to better investigate the effectiveness of the experimental phase, the post-test was composed of different questions from the pre-test. The pre-test questions were scored according to the PIRLS and TIMSS rubrics.

Post-Test Data Collection Tool

The post-test was created by selecting the text Enemy Pie (Narrative) from the PIRLS 2011 texts, 2 multiple-choice and 3 open-ended questions related to this text, and 5 TIMSS questions with reasoning domains different from the questions selected in the pre-test. Pre-test and post-test equivalence and suitability for the purpose were arranged by taking expert opinions.

Application Process

After the pre-test phase, in the 5-week intervention phase, the researcher, as a classroom teacher, started the implementation phase for the study group in line with the lesson plans prepared in advance. After examining the studies that identified the development of reading comprehension and mathematical reasoning skills in previous research, it was the basis for the implementation phase. In this direction, during the implementation process, it was tried to ensure the development of students' mathematical reasoning skills by solving non-

routine problems, making generalizations in the problem solution phase, developing logical discussions in collaborative groups regarding the solution, estimating and solving problems with the IMPROVE strategy. In this direction, the experimental implementation continued for 5 weeks (20 class hours, 4 hours per week), during which time the students solved 18 problems with the IMPROVE strategy and worked with 3 fermi problems. For the development of reading comprehension skills; 1 PIRLS reading text (fly eagle fly) and 7 multiple-choice and 5 open-ended questions related to this text were practiced with in-depth reading strategy. In order to ensure the development of reading comprehension skills, research has shown that linking, summarizing, predicting, asking questions, visualizing, clarifying and in-depth reading strategies contribute to the development of reading comprehension skills (Özyılmaz, 2010). In the studies examined, it was concluded that the deep reading strategy was more effective in increasing reading comprehension achievement (Burke, 2014; Ensley & Rodriguez, 2019; Fisher & Frey, 2012). In this context, in-depth reading strategy was applied to improve reading comprehension skills. After reviewing the national and international literature, the in-depth reading strategy was adapted to the elementary school level and the strategy stages were created after the opinion of an academician working as a faculty member at İnönü University and expert support was provided.

In-Depth Reading Strategy Implementer Preparations

Before the in-depth reading strategy, three appropriate, short, deep comprehension predictive and complex texts from the 2011 PIRLS exam were identified and the questions and scoring keys of the texts were translated into Turkish. The texts were structurally selected to be narrative and informative. Attention was paid to ensure that the texts contained content that would attract students' attention and interest. Symbolic expressions, which were thought to improve note-taking skills and contribute to deeper comprehension, were created to be with the student during reading. Symbol expressions were projected on the interactive board and colored A4 papers were additionally pasted on the desks in the circle seating arrangement to ensure that all students could see them. In the application, colored highlighters that support note-taking skills, attract attention and are thought to be of interest to primary school students, sticky papers with symbol expressions and colored and differently shaped sticky papers for note-taking were used. The implementation was carried out in the school's STEM classroom and these materials were made available to students in all sessions.

Problem Solving with IMPROVE Strategy and Fermi Problems Implementer Preparations

The 26 questions planned to be solved with the IMPROVE strategy were selected with the help of an expert from the published TIMSS 2007, 2011, 2015 questions in the reasoning cognitive domain and from a total of 36 questions in the question pool created in this domain. For the strategy, permission was obtained for the use of a referral card that had been previously created and used in another study. After conducting a literature review, the researcher added 4 Fermi problems to the question pool by taking the opinion of a professor working as an academician at Bingöl University.

Introducing the In-Depth Reading Strategy to Students

Before the implementation, the strategy was introduced to the students for two class hours and various symbols and skills were explained. The flow brochure, in which the stages of the strategy were introduced, was simplified according to the level of the students and arranged in accordance with their interests and distributed to the students for their review. Then the strategy was introduced practically.

Introducing Problem Solving Stages with IMPROVE Strategy to Students

The researcher first directed the students to have a discussion to express the importance of questioning in mathematics lessons. It also helped students to focus on the importance of determining the appropriate strategy when solving a problem and the importance of reflection in problem solving. At the end of the discussion, the researcher emphasized how to use prompting cards for metacognitive inquiry in problem solving based on the students' conversations.

Pre-Implementation Example Study of In-Depth Reading Strategy

The text "What Does the Brain Do?" was selected from the 4th grade primary school textbook and two lesson hours of sample practice was conducted on this text. In the implementation example, the researcher stated that she and all the students in the class were detectives. He stated that the detective's task was to try to understand the text by using the stages of the deep reading strategy and the symbols of deep reading and to answer the questions by discussing them. By making the students curious, she carried out the text in order by using symbols while applying the in-depth reading stages. Explained the deep reading symbols used. It is stated that words whose meaning is unknown in the text can be guessed by reading the preceding and following sentences. It was mentioned how to use the sticky notes on the text by taking notes and applications were made. The time for reading the text and answering questions related to the text was completed as planned within one class hour. When students asked questions about the texts after the implementation, the implementation was completed in a total of two class hours in order to talk about the symbols and to create a discussion environment, which is one of the important components of in-depth reading. With the sample application, both the strategy learning of the students was reinforced and the strategy was reorganized by providing feedback to the researcher with the necessary gaps and additions.

IMPROVE Strategy and Fermi Problems Pre-Application Example Study

It was considered important to carry out a sample application to determine the operability of the strategies to be applied, how effective the application was and the corrections to be made by the researcher. It is a preliminary study carried out before the actual implementation in order to see the practices to be used in the experimental phase and the deficiencies that may arise in achieving the aim of these practices. It was decided to carry out the implementation within a period of 6 hours. Among the questions in the reasoning cognitive domain in the question pool, 6 TIMSS problems and 1 Fermi problem were used. According to the students' mathematics report card grades, groups of 4 students each were formed with one

high, two medium and one low achievers. The fourth group consisted of five students: one successful, three moderately successful and one low-performing student. After the groups were formed, orientation cards were projected on the interactive board and colored A4 papers were pasted on the desks of the groups in the circle seating arrangement. The students were informed about how to solve the questions with the IMPROVE strategy and the steps of the strategy related to the students. The questions of the students who had questions about the strategy were answered. In the last 2 hours of the implementation, the purpose of the orientation card was explained to the students again. It was decided at which points and what kind of instructions should be included in the implementation of problem solving with the IMPROVE strategy. One fermi problem was solved with the students.

In-Depth Reading Strategy Implementation Plan

Grade Level: Grade 4

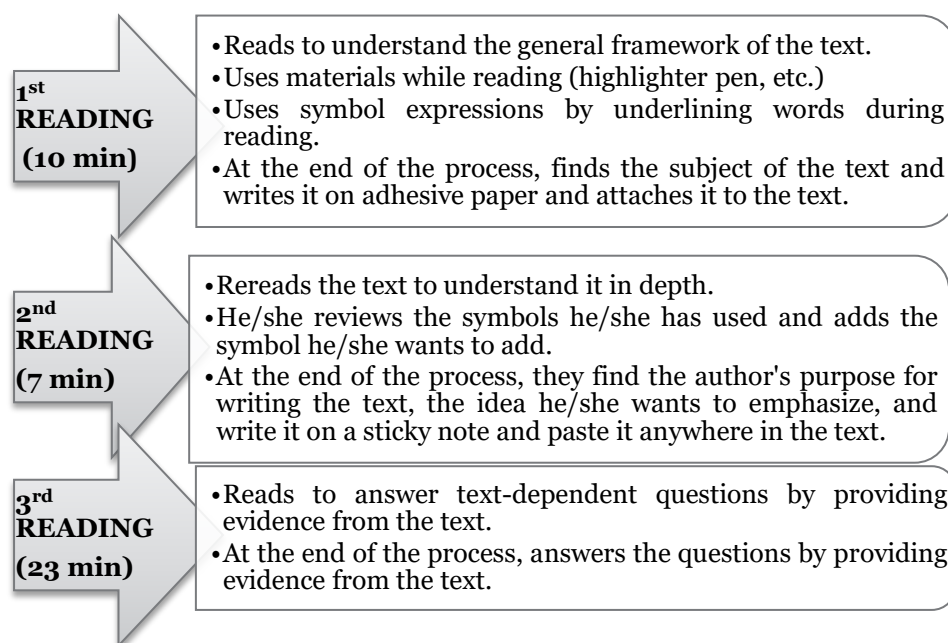
Duration: 30+10 Minutes (10 minutes additional time)

Implementation: The following steps were carried out by distributing the text and materials to the students.

1st Lesson:

Figure 1.

In-Depth Reading Strategy Reading Plan



2nd Lesson:

After the teacher collected the papers at the end of the first lesson, the second lesson was a discussion with the students about the text. They were asked about the difference of the text from the texts covered in the textbook and were asked to express their opinions about the text. The students' thoughts about why they used the symbol expressions they used while reading the text were taken. After the text was explained, the questions related to the text were reviewed and the students were asked to provide evidence from the text about the answer they

wrote and the ideas they defended. At the end of the lesson, the process was completed with an in-depth discussion about the text.

Problem Solving with IMPROVE Strategy and Solving Fermi Problems Application Phase

In the experimental implementation phase of the study, the IMPROVE strategy was used to work with 18 TIMSS problems. The experimental implementation lasted for 5 weeks (20 class hours). In the introductory phase of the implementation, some preparations were made for the implementation of the strategy. The work done in the case study was recalled and how to use the guidance cards was emphasized. The groups formed in the case study were formed and the preparatory work moved on to the actual stages of the strategy. The introductory phase of the strategy was conducted with all students. This phase lasted approximately 12 minutes. Metacognitive questions related to TIMSS questions were asked in order and students were given the right to answer. The teacher was involved in the process with the answers given and provided a brief information. Some of the metacognitive questions used in this process are as follows;

What is the problem about?

What is the appropriate strategy to solve the problem?

What is the purpose of solving this problem?

In what ways is this problem different from the ones we have solved before?

What are the similarities/differences between the problems?

After the introduction phase, the implementation phase started. The students were divided into groups formed by the teacher and started to work. At this stage, the students continued for approximately 28 minutes, and the groups that needed additional time were given 5 minutes.

The work done by the students during the implementation phase:

1. Each student in the group read the problem in turn and tried to explain the problem, its solution and his/her reasoning about the solution to the group members by answering the questions on the guidance card.
2. When there was no consensus about the student's solution and reasoning about the solution, the guiding card questions were taken into consideration and discussed until a consensus was reached.
3. If there was no consensus in the discussion, the teacher intervened in the groups. At this stage, the teacher guided the students to explain their ideas to each other and to think from different perspectives.
4. When the group members agreed on the answer, a different student tried to solve the next problem with the same process.

The questions on the guidance cards prepared by the researcher, for which permission was obtained for each student to engage in mathematical reasoning, were classified as "preparatory comprehension questions", "connection questions", "strategic questions" and "thinking questions" (Pilten, 2008).

At the end of each day, the teacher summarized the work done and made generalizations about the problems. During the process, the enrichment phase was applied to the successful groups and the correction phase was applied to the students with low success rates. In the correction phase, 2 questions were selected from the 6 questions in the case study phase and correction activities were carried out. One class hour was allocated for this activity. These steps were carried out throughout the experimental implementation process.

After the application of the IMPROVE strategy, the formed groups continued to work with 3 fermi problems.

- How much money is spent in your school canteen over the course of a day?
- How many liters of water are spent in your home on average in a week?
- What is the total distance you walk in a week?

First of all, they were reminded of the steps in the sample study related to the given questions and each student in turn read the question aloud and shared their thoughts with their groupmates. Some of the students stated that they needed additional information to solve the questions. In line with their requests, all students went to the canteen and took notes by learning the necessary product, price, and etc. information from the canteen operator. This process took 20 minutes. They were informed and guided in line with their requests regarding other fermi problems. The groups then answered the questions by discussing among themselves.

Data Analysis

The data obtained in the study were analyzed using the document analysis method of qualitative research and the data that needed to be given numerically were analyzed using the statistical method of quantitative research. Statistically, the data were analyzed using t-test and analysis of variance (ANOVA). In the data analysis phase, the data obtained were transferred to the SPSS program and Pearson Correlation Analysis was used to examine the relationship between students' reading comprehension and mathematical reasoning skills and the achievement levels of their use of strategies to improve their reasoning skills.

Ethical Permits of Research:

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

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Tokat Gaziosmanpaşa University Social and Humanities Research Ethics Committee

Date of ethical review decision=21.05.2021

Ethics assessment document issue number=01-25

Findings

Results and Interpretation of Normality Tests

In order to examine the distribution of the data, Kolmogorov-Smirnova and Shapiro-Wilk analysis were applied. Normality test findings are given in Table 3.

Table 3.

Normality Test Results

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	p	Statistic	df	p
Pre-test	.14	17	.20*	.96	17	.69
Post-test	.18	17	.11*	.92	17	.14

Since the p value was greater than .05 in both Kolmogorov-Smirnova and Shapiro-Wilk tests, it was accepted that the series was normally distributed (Tabachnick & Fidell, 2013). In the light of this information, statistical methods based on the assumption of normal distribution were used to analyze the data.

Findings Related to the First Sub-Problem

First Sub-Problem: What is the effect of deep reading strategy on reading comprehension skills?

The data obtained as a result of the t-test conducted to compare the initial and final scores of the students in the research group regarding their ability to use the prepared deep reading strategies are given in Table 4.

Table 4.

T-Test Results to Determine whether the Deep Reading Strategy has an Effect on Reading Comprehension Skills

Score	Groups	n	M	SD	t	p
Skill score for using reading comprehension strategies	Pre-test	17	8.00	2.03	.92	.36
	Post-test	17	7.52	1.50		

When Table 4 is examined, it is seen that the mean score of the students in the research group for their ability to use reading comprehension strategies before the experimental procedure was 8, while this value was 7.52 after the experiment. It was observed that the mean of the post-test conducted after the experimental phase was lower than the mean of the pre-test. In the t-test, the P* value was analyzed as .36 and it was observed that it gave results greater than .05. Therefore, as a result of the t-test conducted at 95% confidence interval, it was concluded that there was no significant difference in the effect of the development of students' ability to use reading comprehension strategies with in-depth reading strategy in the exams they took before and after the training. The result for the first sub-problem of the research does not support some of the research results in the literature (Fisher & Frey, 2012; Ensley & Rodriguez, 2019). The aforementioned studies were experimental in nature and investigated the effectiveness of the deep reading strategy in terms of students' better comprehension of what they read. It can be said that the deep reading strategy alone is not sufficient to contribute positively to the development of students' reading comprehension skills. Therefore, it can be stated that the deep reading strategy, one of the reading

comprehension strategies, does not contribute positively to problem solving skills since it does not improve reading comprehension on its own. The difference of the research from other studies is that it consists of pre-test and post-test questions consisting of international PIRLS exam questions. The activities in the experimental phase also consist of PIRLS questions.

Findings Related to the Second Sub-Problem

Second Sub-Problem: What is the effect of IMPROVE Strategy and Fermi Problems on reasoning skills?

The data obtained as a result of the t-test conducted to compare the baseline and final scores of the students in the research group regarding their ability to use prepared reasoning strategies are given in Table 5.

Table 5.

T- Test Results to Determine Whether Improve Strategy and Fermi Problems Affect Reasoning Skills

Score	Groups	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Skill score for using reasoning strategies	Pre-test	17	6.00	2.44	-3.49	.00
	Post-test	17	8.23	1.71		

When Table 5 is examined, it is seen that while the mean score of the students in the research group for their ability to use reasoning strategies before the experimental procedure was 6, this value was 8.23 after the experiment. It was observed that the final state mean after the experimental phase was higher than the initial mean. In the t-test, the P* value was analyzed as .003 and it was observed that it gave results smaller than .05. Therefore, as a result of the t-test conducted at 95% confidence interval, it was concluded that there was a significant difference in the exams taken by the students before and after the training. When the initial and final scores of the students are compared, it can be said that the teaching process carried out by the researcher with IMPROVE and Fermi problems in the experimental phase improved the mathematical reasoning skills of the students and contributed to their problem solving skills.

No study directly related to the second sub-problem of the study was found in the literature. This result supports some research results in the literature (Çoban, 2019; Erdem, 2015; Kramarski & Hirsch 2003; Mevarech & Kramarski, 2003; Pilten, 2008). All of the aforementioned studies are experimental and it is stated that IMPROVE and Fermi Problems make a positive contribution in terms of investigating the effectiveness of IMPROVE and Fermi Problems against various variables and their effect on the development of reasoning skills. The difference of this study from the other studies is that the pretest and posttest questions used and the questions studied in the experimental phase were formed from the international TIMSS exam questions.

Findings Related to the Third Sub-Problem

Third Sub-Problem: What is the effect of students' use of strategies to improve their reading comprehension and mathematical reasoning skills on their achievement levels?

The data obtained from the Pearson correlation analysis conducted to compare the initial and final scores of the students in the research group in terms of their ability to use strategies to improve their reading comprehension and mathematical reasoning skills are given in Table 6.

Table 6.

Pearson Analysis Result of the Effect of Students' Use of Strategies to Improve Reading Comprehension and Mathematical Reasoning Skills on Achievement Levels

		Pre-test	Post-test
	<i>r</i>	1	.61**
Pre-test	<i>p</i>		.00
	<i>n</i>	17	17

There is a positive relationship between baseline and endline. This relationship was analyzed as a very high result with ($r=.613$, $p=.009$). It is stated that a correlation value (r) of at least .50 and above accurately represents the desired relationship (Fraenkel et al., 2012). Therefore, it can be said that there is a high level positive relationship in terms of the effect of students' use of strategies to improve their reading comprehension and mathematical reasoning skills on their achievement levels. In addition, according to this finding, it can be said that there is a linear relationship between reading comprehension and reasoning skills and achievement levels.

The result for the third sub-problem of the research also supports some of the research results in the literature. The development of reading comprehension and mathematical reasoning skills involves high-level skills and this is stated to increase success. In the literature, it is stated that mathematical reasoning (Çoban, 2010; Erdem, 2011, 2015; Erdem and Gürbüz, 2015; Lithner, 2008; Schliemann and Carraher, 2002) and reading comprehension (Block, 2004; Göktaş, 2010; Güneş, 2000; Reidel et al., 2003; Rose et al., 2000) are high-level thinking skills. The fact that both reading comprehension and mathematical reasoning skills and problem solving skills go through cognitive processes and require similar thinking processes confirms the existence of a highly significant relationship between the development of reading comprehension and mathematical reasoning skills and achievement level, as concluded in the current study.

Discussion and Conclusion

The findings related to the first sub-problem of the research do not support some research results in the literature (Ensley & Rodriguez, 2019; Fisher & Frey, 2012). The mentioned studies were experimental studies and revealed that the effectiveness of the deep reading strategy was investigated in terms of students' better comprehension of what they read. It can be said that the in-depth reading strategy alone is not sufficient to contribute positively to the development of students' reading comprehension skills. Therefore, it can be stated that the in-depth reading strategy, one of the reading comprehension strategies, does not

contribute positively to problem solving skills since it does not improve reading comprehension alone. The difference of the research from other studies is that it consists of pre-test and post-test questions consisting of international PIRLS exam questions. The activities in the experimental phase also consist of PIRLS questions.

There is no direct study in the literature related to the findings related to the second sub-problem of the research. When the initial and final scores of the students are compared, it can be said that the teaching process carried out by the researcher with IMPROVE and Fermi problems in the experimental phase improved the mathematical reasoning skills of the students and contributed to their problem solving skills. The result supports some research results in the literature (Çoban, 2019; Erdem, 2015; Kramarski & Hirsch, 2003, Mevarech & Kramarski, 2003; Pilten, 2008). All of the mentioned studies are experimental and it is stated that IMPROVE and Fermi Problems make a positive contribution in terms of investigating the effectiveness of IMPROVE and Fermi Problems against various variables and their effect on the development of reasoning skills. The difference of the study from other studies is that the pretest and posttest questions used and the questions studied in the experimental phase were formed from the international TIMSS exam questions.

The result obtained from the findings related to the third sub-problem of the research also supports some research results in the literature. The development of reading comprehension and mathematical reasoning skills involves high-level skills and this is stated to increase achievement. In the literature, it is stated that mathematical reasoning (Çoban, 2010; Erdem, 2011, 2015; Erdem and Gürbüz, 2015; Lithner, 2008; Schliemann and Carraher, 2002) and reading comprehension (Block, 2004; Göktaş, 2010; Güneş, 2000; Reidel et al., 2003; Rose et al., 2000) are high-level thinking skills. The fact that both reading comprehension and mathematical reasoning skills and problem solving skills go through cognitive processes and require similar thinking processes confirms the existence of a highly significant relationship between the effect of the development of reading comprehension and mathematical reasoning skills on achievement level, as concluded in the current study.

The study, which aims to examine the effect of the deep reading strategy applied for the development of reading comprehension skills and the IMPROVE and Fermi problems applied for the development of reasoning skills of primary school students, was conducted in the second semester of the 2020-2021 academic year in the primary school where the researcher worked in the second semester of the 2020-2021 academic year in a class of 17 students. In the experimental phase, this class worked on PIRLS questions with the deep reading strategy for the development of reading comprehension skills, worked on Fermi problems for the development of mathematical reasoning skills, and approached TIMSS questions with the IMPROVE strategy. In the study, pre-test and post-test consisting of TIMSS and PIRLS questions to measure reading comprehension and reasoning skills were applied to the students. T-test and Pearson correlation analysis were used to analyze the data obtained from the study. Considering the findings obtained as a result of the analysis of the data obtained for the sub-problems of the research, the following results were determined:

The result of the first sub-problem; it was seen that the effect of the deep reading strategy on reading comprehension skills did not create a significant difference at the end of

the teaching processes. In other words, it can be stated that the deep reading strategy has no effect on reading comprehension skills. Conclusion related to the second sub-problem; it was analyzed that IMPROVE Strategy and Fermi Problems had a positive effect on reasoning skills. In other words, the development of the skills of using reasoning strategies of IMPROVE Strategy and Fermi Problems shows a significant difference as a result of the teaching processes. Open-ended, thought-provoking problems for reasoning used in learning environments were found to improve mathematical reasoning. As a result of the research, it can be said that students' reasoning improved thanks to open-ended high-level problems. In the literature, it is mentioned that different question types are used to assess mathematical reasoning skills, and it is stated that open-ended and non-routine questions should be used more (Abay & Gökbulut, 2017; Akay, 2006; Cifarelli & Cai, 2005; Erdem, 2011; Erdem & Gürbüz, 2015; Gürbüz & Erdem, 2014; Kosonen, 1992; Lesh & Doerr, 2003; Silver, 1994, cited in Erarslan, 2012; Suzuki, 1997; Taşova & Delice, 2012). Conclusion related to the third sub-problem; the use of strategies to improve students' reading comprehension and mathematical reasoning skills had a high effect on their achievement levels.

Recommendations

Including different reading comprehension strategies in the process as well as in-depth examination of students with different texts such as informative and narrative texts has been found to have a positive effect on success by causing students to better understand the information, to examine the information critically and to communicate with the text. From the studies identified in the literature, it was concluded that success can be achieved by providing the development of mathematical reasoning skills by approaching questions at the reasoning level with Fermi problems and IMPROVE strategy. In the literature review, there were not many studies on mathematical reasoning skills, especially in Turkish sources. In this respect, it would be useful to conduct studies on mathematical reasoning skills.

Teachers should be informed about different strategies and studies since they do not have enough information about strategies to improve reading comprehension and mathematical reasoning skills. In this way, teachers will have the competence to determine the appropriate strategy for their classrooms.

Teachers should follow the international exam questions, ensure that students encounter international exam questions and non-routine problems, bring different text types into the classroom environment and prepare environments where students can reason.

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BIOGRAPHICAL NOTES

Contribution Rate of Researchers

Author 1: 50%

Author 2: 50%

Conflict Statement

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

İlkokul Öğrencilerinin Okuduğunu Anlama ve Muhakeme Becerileri Üzerine Bir Eylem Araştırması



Özet

Bu çalışmada, IMPROVE ve Fermi problemlerinin ilkökul öğrencilerinin okuduğunu anlama becerilerinin ve akıl yürütme becerilerinin gelişimine etkisi araştırılmıştır. Okuduğunu anlama becerilerini geliştirmek için derinlemesine okuma stratejisi tercih edilmiş ve PIRLS sınav metinlerinden bilgilendirici ve öyküleyici metinler seçilerek kullanılmıştır. Matematiksel akıl yürütme becerilerini geliştirmek için ise IMPROVE öğretim yöntemi tercih edilmiş ve TIMMS sınav soruları seçilerek Fermi problemleri ve akıl yürütmede kullanılmıştır. Araştırmanın çalışma grubunu 2020-2021 eğitim-öğretim yılı ikinci döneminde Bingöl il merkezinde bir ilkökulda öğrenim gören toplam 17 öğrenci oluşturmaktadır. Çalışma nitel araştırma yöntemlerinden biri olan eylem araştırması ile desenlenmiştir. Toplanan veriler nitel araştırmanın doküman analizi yöntemi ve nicel araştırmanın istatistiksel yöntemi kullanılarak analiz edilmiştir. Araştırma bulgularına göre, ilkökul öğrencilerinin okuduğunu anlama becerilerinin geliştirilmesi için uygulanan derinlemesine okuma stratejisinin ve akıl yürütme becerilerinin geliştirilmesi için uygulanan IMPROVE ve Fermi problemlerinin öğrencilerin okuduğunu anlama ve akıl yürütme becerileri üzerinde olumlu etkisi olduğu sonucuna ulaşılmıştır. Okuduğunu anlama ve matematiksel akıl yürütme stratejilerinin öğretmenlere öğretilmesi önerilmektedir.

Anahtar Kelimeler: Eleştirel düşünme, okuduğunu anlama, Fermi problemleri.

Giriş

Milli Eğitim Bakanlığı'na (MEB, 2016) göre uluslararası yapılan ve ülkelerin öğrencilerinin bilgi ve beceri düzeylerini, eğitim sistemlerini birbirleriyle karşılaştırma, eğitim sistemlerinin güçlü ve zayıf yönlerini belirleme olanağı sağlayan PISA'da (Uluslararası Öğrenci Değerlendirme Programı) Türkiye'nin başarı sıralamasında okuma ve diğer derslerde en son sıralarda yer aldığı görülmektedir. Bu sınavların önemli yanlarından biri sadece okuduğunu anlama becerisi üzerindedir (Mullis, vd., 2016). Nitekim PISA ve PIRLS (Uluslararası Okuma Becerilerinde Gelişim Araştırması) gibi değerlendirmeye dayalı sınavlarda başarılı olmanın gerekli ön koşulu okuduğunu anlama ve muhakeme becerisinin gelişmiş olmasıdır.

Bu bağlamda; ilkökul öğrencilerinin, okuduğunu anlama becerilerinin gelişiminde derinlemesine okuma stratejisinin, muhakeme becerilerinin gelişiminde IMPROVE stratejisi ile Fermi Problemlerinin etkisi araştırılmıştır.

Yöntem

Araştırma Modeli

Bu çalışmada nitel araştırma deseninin eylem araştırması yöntemi ile yürütülmüştür. Araştırmada veriler doküman analizi ile toplanmıştır. Uygulamada yapılan eylem araştırması desen modeli süreci Tablo 1'de verilmiştir.

Tablo 1.*Yapılan Uygulamanın Eylem Araştırması Modeli*

	Ön-test	İşlem	Son-test
	O ₁	X	O ₂
Deney grubu	Ön-test	5 haftalık okuduğunu anlama ve muhakeme becerilerini geliştirecek çalışmalar (Müdahale)	Son-test

Çalışma Grubu

Araştırma, araştırmacının öğretmenlik yaptığı okulda 2020-2021 eğitim-öğretim yılında gerçekleştirilmiştir. Çalışma grubu, araştırmacının sınıfında öğrenim gören toplam 17 öğrenciden oluşmaktadır. Çalışma grubu belirlenirken Covid-19 pandemi kısıtlamaları göz önünde bulundurulmuş ve amaçlı örnekleme türlerinden uygun (kolaylı) örnekleme yöntemi tercih edilmiştir. Kolaylı örnekleme, bir diğer adı ise hazır örnekleme; izin alma kolaylığı sağlamaktadır (Şimşek 2012: s.122). Aynı zamanda bu örnekleme türünün tercih edilmesi, araştırma yapılacak çalışma grubunun araştırma sürecine dâhil edilmesinin daha kolay ulaşılabilir olmasından kaynaklanmaktadır (Ekiz, 2009, s.106).

Araştırmacının rolü hem uygulayıcı hem sınıfın öğretmeni hem de araştırmayı gerçekleştiren kişi olarak araştırmacı rolünü üstlenmiştir. Etik nedenlerden dolayı araştırmada öğrencilerin isimleri kullanılmamıştır. Araştırmada geçerliği ve güvenilirliği sağlanmış TIMSS (Uluslararası Matematik ve Fen Eğilimleri Araştırması) ve PIRLS (Uluslararası Okuma Becerilerinde Gelişim Araştırması) sorularından veri toplama aracı oluşturulmuştur. Çalışma grubundaki öğrencilerin cinsiyete göre dağılımı Tablo 2’de verilmiştir.

Tablo 2.*Çalışma Grubundaki Bireylerin Cinsiyete göre Dağılımı*

Cinsiyet	Çalışma grubu
Erkek	8
Kız	9
Toplam	17

Veri Toplama Araçları

Veri toplama aracını oluşturmak amacıyla öncelikle TIMSS’de yer alan ve erişime açık akıl yürütme becerisini ölçen TIMSS 2007, 2011 ve 2015 yıllarına ait, 4. sınıf düzeyinde toplam 36 adet soruya ulaşılmıştır. PIRLS 2011’den alınan üç ayrı metin; Gününbirlik Yürüyüş (Bilgilendirici), Uç Kartal Uç (Öyküleyici) ve Düşman Turtası (Öyküleyici) ve bu metinlere bağlı 40 tane soru kullanılmıştır. Bu metinlerin Puanlama Cetveli uzman desteğiyle İngilizceden Türkçeye çevrilmiştir. Metinlerle ilgili 20 tane çoktan seçmeli ve 20 tane de açık uçlu soru bulunmaktadır. Açık uçlu ve çoktan seçmeli sorulardan oluşturulan ön test ve son test soruları da puanlama cetveline göre puanlanmaktadır. PIRLS 2011 sınavında yer alan üç hikâyeden oluşan toplam 40 tane sorudan 10 tane soru seçilmiştir. Bingöl ve İnönü Üniversitesinde görev yapan birkaç uzmandan ve deneyimli sınıf öğretmenlerinin görüşlerinden sonra TIMSS ve PIRLS sorularından oluşan 20 adet sorudan veri toplama aracı oluşturulmuştur. Bu doğrultuda:

Ön Test Veri Toplama Aracı

PIRLS 2011 metinlerinden Günlük Yürüyüş (Bilgilendirici) metni ve bu metne bağlı iki çoktan seçmeli üç açık uçlu soru seçilmiştir. Erişime açık bulunan akıl yürütme alanına sahip 36 adet TIMSS sorularından beş adet soru seçilerek ön test oluşturulmuştur. Deneysel aşamanın etkililiğini daha iyi araştırmak için son test ön testten farklı sorulardan oluşturulmuştur. Ön test soruları PIRLS ve TIMSS puanlama anahtarına göre puanlanmıştır.

Son Test Veri Toplama Aracı

PIRLS 2011 metinlerinden Düşman Turtası (Öyküleyici) metni ve bu metne bağlı 2 çoktan seçmeli 3 açık uçlu soru ve ön testte seçilen sorulardan farklı 5 adet akıl yürütme alanına sahip TIMSS soruları seçilerek son test oluşturulmuştur. Ön test ve son test eşdeğerliliği ve amaca uygunluğu uzman görüşleri alınarak düzenlenmiştir.

Uygulama Süreci

Ön-test aşamasından sonra 5 haftalık müdahale aşamasında, sınıf öğretmeni olarak araştırmacı, önceden hazırlanan ders planları doğrultusunda çalışma grubuna yönelik uygulama aşamasına geçmiştir. Daha önceki araştırmalarda okuduğunu anlama ve matematiksel muhakeme becerilerinin gelişimini tespit eden çalışmalar incelendikten sonra uygulama aşamasına dayanak olmuştur. Bu doğrultuda uygulama sürecinde; rutin olmayan problemler çözerek, problem çözüm aşamasında genellemeler yaparak, çözüme ilişkin işbirlikli gruplarda mantıklı tartışmalar geliştirerek, tahmin ederek ve IMPROVE stratejisiyle problem çözerek öğrencilerin matematiksel muhakeme becerilerinin gelişimi sağlanmaya çalışılmıştır. Bu doğrultuda deneysel uygulama 5 hafta (20 ders saati, haftalık 4 saat) boyunca sürdürülmüş, bu süre içerisinde öğrencilerin IMPROVE stratejisiyle 18 problem çözmeleri ve 3 fermi problemi ile çalışmaları sağlanmıştır. Okuduğunu anlama becerilerinin gelişimi için ise; bir adet PIRLS okuma metni (Uç Kartal Uç) ve bu metne bağlı yedi tane çoktan seçmeli, beş tane de açık uçlu sorunun derinlemesine okuma stratejisiyle çalışmaları sağlanmıştır. Okuduğunu anlama becerilerini geliştirmek için derinlemesine okuma stratejisi uygulanmıştır.

Verilerin Analizi

Araştırmada elde edilen veriler nitel araştırmanın doküman analizi yöntemi ve sayısal olarak verilmesi gerekli olan veriler de nicel araştırmanın istatistiksel yönteminden yararlanılarak analiz edilmiştir. İstatistiksel olarak veriler t-testi ve varyans analizi (ANOVA) kullanılarak analiz edilmiştir. Veri analizi aşamasında elde edilen veriler SPSS programına aktarılarak öğrencilerin okuduğunu anlama ve matematiksel muhakeme becerileri ile muhakeme becerilerini geliştirecek strateji kullanımlarının başarı düzeyleri arasındaki ilişkiyi incelemek amacıyla Pearson Korelasyon Analizi kullanılmıştır.

Araştırmanın Etik İzinleri:

Bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Etik değerlendirmeyi yapan kurulun adı = Gaziosmanpaşa Üniversitesi Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

Etik Kurul Etik inceleme karar tarihi= 21.05.2021

Etik değerlendirme belgesi konu numarası= 01-25

Bulgular

Normallik Testlerine İlişkin Bulgular ve Yorum

Verilerin dağılımını incelemek için normal dağılım analizlerinden Kolmogorov-Smirnova ve Shapiro-Wilk analizi uygulanmıştır. Normallik testi bulguları Tablo 3'te verilmiştir.

Tablo 3.

Normallik Testi Bulguları

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	p	Statistic	df	p
Öntest	.14	17	.20*	.96	17	.69
Sontest	.18	17	.11*	.92	17	.14

Kolmogorov-Smirnova ve Shapiro-Wilk testlerinin her ikisinde de p değeri .05'ten büyük olduğu için serinin normal dağılım gösterdiği kabul edilmiştir (Tabachnick & Fidell, 2013). Elde edilen bu bilgiler ışığında verilerin analizi için normal dağılım varsayımına dayalı istatistiksel yöntemler kullanılmıştır.

Birinci Alt Probleme Ait Bulgular

Araştırma grubunda yer alan öğrencilerin hazırlanan derinlemesine okuma stratejilerini kullanma becerilerine ait başlangıçtaki ve son durumdaki puanlarının karşılaştırılması amacıyla yapılan t-testi sonucunda elde edilen veriler Tablo 4'te verilmiştir.

Tablo 4.

Derinlemesine Okuma Stratejisinin Okuduğunu Anlama Becerisine Etkisinin Olup Olmadığını Belirlemek Üzere Yapılan t Testi Sonucu

Puan	Gruplar	n	M	SD	t	p
Okuduğunu anlama stratejileri kullanma beceri puanı	Öntest	17	8.00	2.03	.92	.36
	Sontest	17	7.52	1.50		

Tablo 4 incelendiğinde, araştırma grubunda bulunan öğrencilerin deneysel işlem öncesi okuduğunu anlama stratejileri kullanma becerilerine ait puanlarının ortalaması 8 iken bu değer deney sonrasında 7.52 olduğu görülmektedir. Deneysel aşamadan sonra yapılan son testin ortalamasının ön test ortalamasından düşük olduğu gözlenmiştir. Yapılan t-testinde P* değerinin .36 olarak analiz edilmiştir ve .05'ten büyük sonuç verdiği gözlenmiştir. Dolayısıyla %95 güven aralığında yapılan t-testi sonucu öğrencilerin okuduğunu anlama stratejilerini kullanma becerilerinin derinlemesine okuma stratejisiyle gelişim etkisinin eğitim öncesi ve sonrası girdikleri sınavlarda anlamlı bir fark olmadığı sonucuna ulaşılmıştır.

Araştırmanın birinci alt problemi için ortaya konulan sonuç, literatürde yer alan bazı araştırma sonuçlarını desteklemektedir (Ensley & Rodriguez, 2019; Fisher & Frey, 2012,

2014; Kâmil vd., 2008; Tıraşoğlu, 2013). Belirtilen çalışmalar deneysel özellikte çalışmalar olup, derinlemesine okuma stratejisinin öğrencilerin okuduğunu daha iyi anlamaları açısından etkililiğinin araştırılmasını ortaya koymuştur. Derinlemesine okuma stratejisinin öğrencilerin okuduğunu anlama becerilerinin gelişimine pozitif yönde katkı sağlamasında tek başına yeterli olmadığı söylenebilir. Dolayısıyla okuduğunu anlama stratejilerinden derinlemesine okuma stratejisinin okuduğunu anlamayı tek başına geliştirmediğinden problem çözme becerilerine pozitif yönde katkısının olmadığı ifade edilebilir. Araştırmanın diğer araştırmalardan farkı; uluslararası yapılan PIRLS sınav sorularından oluşan ön test ve son test sorularından oluşmasıdır. Deneysel aşamadaki etkinlikler de PIRLS sorularından oluşmaktadır.

İkinci Alt Probleme Ait Bulgular

Araştırma grubunda yer alan öğrencilerin hazırlanan muhakeme stratejileri kullanma becerilerine ait başlangıç durumu ile son durum puanlarının karşılaştırılması amacıyla yapılan t-testi sonucunda elde edilen veriler Tablo 5'te verilmiştir.

Tablo 5.

IMPROVE Stratejisi ile Fermi Problemlerinin Muhakeme Becerilerine Etkisinin Olup Olmadığını Belirlemek Üzere Yapılan t Testi Sonucu

Puan	Gruplar	n	M	SD	t	p
Muhakeme stratejileri kullanma beceri puanı	Öntest	17	6.00	2.44	-3.49	.00
	Sontest	17	8.23	1.71		

Tablo 5 incelendiğinde, araştırma grubunda bulunan öğrencilerin deneysel işlem öncesi muhakeme stratejileri kullanma becerilerine ait puanlarının ortalaması 6 iken bu değer deney sonrasında 8.23 olduğu görülmektedir. Deneysel aşamadan sonra yapılan son durum ortalamasının başlangıçtaki ortalamasından yüksek olduğu gözlenmiştir. Yapılan t-testinde P* değerinin .003 olarak analiz edilmiştir ve .05' ten küçük sonuç verdiği gözlenmiştir. Dolayısıyla %95 güven aralığında yapılan t-testi sonucu öğrencilerin eğitim öncesi ve sonrası girdikleri sınavlarda anlamlı bir fark olduğu sonucuna ulaşılmıştır. Öğrencilerin başlangıçtaki durumları ile son durumlarının puanları karşılaştırıldığında; araştırmacı tarafından deneysel aşamada IMPROVE ve Fermi problemleriyle gerçekleştirilen öğretim sürecinin öğrencilerin matematiksel muhakeme becerilerini geliştirdiği ve problem çözme becerilerine katkı sağladığı söylenebilir.

Literatürde araştırmanın ikinci alt problemi ile doğrudan ilgili bir çalışmaya rastlanılmamıştır. Ortaya konulan sonuç, literatürde yer alan bazı araştırma sonuçlarını da destekler niteliktedir (Çoban, 2019; Erdem, 2015; Kramarski & Hirsch 2003; Kramarski & Zeichner, 2001; Mevarech & Kramarski, 2003; Mevarech vd., 2001; Pilten, 2008). Belirtilen çalışmaların tamamı deneysel özelliktedir ve IMPROVE ve Fermi Problemlerinin çeşitli değişkenler karşısında etkililiğinin araştırılması ve muhakeme becerilerinin gelişiminde etkisi bakımından pozitif katkı sağladığı ifade edilmektedir. Araştırmanın diğer araştırmalardan farkı kullanılan öntest, sontest soruları ve deneysel aşamada çalışılan soruların da uluslararası yapılan TIMSS sınav sorularından oluşturulmasıdır.

Üçüncü Alt Probleme Ait Bulgular

Araştırma grubunda yer alan öğrencilerin okuduğunu anlama ve matematiksel muhakeme becerilerini geliştirecek stratejileri kullanma becerilerine ait başlangıçtaki durumları ile son durumları arasındaki puanların karşılaştırılması amacıyla yapılan pearson korelasyon analizinden elde edilen veriler Tablo 6’ da verilmiştir.

Tablo 6.

Öğrencilerin Okuduğunu Anlama ve Matematiksel Muhakeme Becerilerini Geliştirecek Strateji Kullanımlarının Başarı Düzeylerine Etkisinin Pearson Analizi Sonucu

		Öntest	Sontest
	<i>r</i>	1	.61**
Öntest	<i>p</i>		.00
	<i>n</i>	17	17

Başlangıç durum ile son durum arasında pozitif yönlü bir ilişki mevcuttur. Bu ilişki ($r=.613$, $p=.009$) ile oldukça yüksek bir sonuç olarak analiz edilmiştir. Bu korelasyon değerinin (r) en az .50 ve üzerinde olmasının istenen ilişkiyi doğru olarak temsil ettiği belirtilmektedir (Fraenkel vd., 2012). Dolayısıyla öğrencilerin okuduğunu anlama ve matematiksel muhakeme becerilerini geliştirecek stratejileri kullanımlarının artması başarı düzeylerine etkisi açısından yüksek düzeyde pozitif bir ilişki olduğu söylenebilmektedir. Buna ek olarak bu bulguya göre okuduğunu anlama ve muhakemesel beceriler ile başarı düzeyleri arasında doğrusal bir ilişkiye sahip olduğu söylenebilir.

Tartışma ve Sonuç

Araştırmanın üçüncü alt problemi için ortaya konulan sonuç, literatürde yer alan bazı araştırma sonuçlarını da destekler niteliktedir. Okuduğunu anlama ve matematiksel muhakeme becerilerinin gelişimi üst düzey becerileri içermektedir ve bu durumun başarıyı arttırdığı ifade edilmektedir. Literatürde matematiksel muhakemenin (Çoban, 2010; Erdem, 2011, 2015; Erdem ve Gürbüz, 2015; Lithner, 2008; Schliemann & Carraher, 2002) ve okuduğunu anlamının (Block, 2004; Göktaş, 2010; Güneş, 2000; Reidel vd., 2003; Rose vd., 2000) üst düzey düşünme becerisi olduğu ifade edilmiştir. Hem okuduğunu anlama ve matematiksel muhakeme becerileri hem de problem çözme becerileri bilişsel süreçlerden geçmesi ve benzer düşünme süreçleri gerektirmesi mevcut çalışmada da sonuçlandırıldığı üzere okuduğunu anlama ve matematiksel muhakeme becerilerinin gelişiminin başarı düzeyine etkisinin yüksek düzeyde anlamlı bir ilişkinin varlığını doğrulamaktadır.

Araştırmanın birinci alt problemiyle ilgili bulgular, literatürde yer alan bazı araştırma sonuçlarını desteklememektedir (Ensley & Rodriguez, 2019; Fisher & Frey, 2012, 2014). Belirtilen çalışmalar deneysel özellikte çalışmalar olup, derinlemesine okuma stratejisinin öğrencilerin okuduğunu daha iyi anlamaları açısından etkililiğinin araştırılmasını ortaya koymuştur. Derinlemesine okuma stratejisinin öğrencilerin okuduğunu anlama becerilerinin gelişimine pozitif yönde katkı sağlamasında tek başına yeterli olmadığı söylenebilir. Dolayısıyla okuduğunu anlama stratejilerinden derinlemesine okuma stratejisinin okuduğunu anlamayı tek başına geliştirmediğinden problem çözme becerilerine pozitif yönde katkısının olmadığı ifade edilebilir. Araştırmanın diğer araştırmalardan farkı; uluslararası yapılan PIRLS

sınav sorularından oluşan ön test ve son test sorularından oluşmasıdır. Deneysel aşamadaki etkinlikler de PIRLS sorularından oluşmaktadır.

Literatürde araştırmanın ikinci alt problemiyle ilgili bulgularla alakalı doğrudan bir çalışmaya rastlanılmamıştır. Öğrencilerin başlangıçtaki durumları ile son durumlarının puanları karşılaştırıldığında; araştırmacı tarafından deneysel aşamada IMPROVE ve Fermi problemleriyle gerçekleştirilen öğretim sürecinin öğrencilerin matematiksel muhakeme becerilerini geliştirdiği ve problem çözme becerilerine katkı sağladığı söylenebilir. Ortaya konulan sonuç, literatürde yer alan bazı araştırma sonuçlarını da destekler niteliktedir (Çoban, 2019; Erdem, 2015; Kramarski & Hirsch 2003, Mevarech & Kramarski, 2003; Pilten, 2008). Belirtilen çalışmaların tamamı deneysel özelliindedir ve IMPROVE ve Fermi Problemlerinin çeşitli değişkenler karşısında etkililiğinin araştırılması ve muhakeme becerilerinin gelişiminde etkisi bakımından pozitif katkı sağladığı ifade edilmektedir. Araştırmanın diğer araştırmalardan farkı kullanılan öntest, sontest soruları ve deneysel aşamada çalışılan soruların da uluslararası yapılan TIMSS sınav sorularından oluşturulmasıdır.

Araştırmanın üçüncü alt problemi ile ilgili bulgulardan ortaya çıkan sonuç, literatürde yer alan bazı araştırma sonuçlarını da destekler niteliktedir. Okuduğunu anlama ve matematiksel muhakeme becerilerinin gelişimi üst düzey becerileri içermektedir ve bu durumun başarıyı arttırdığı ifade edilmektedir. Literatürde matematiksel muhakemenin (Çoban, 2010; Erdem, 2011, 2015; Erdem ve Gürbüz, 2015; Lithner, 2008; Schliemann & Carraher, 2002) ve okuduğunu anlamının (Block, 2004; Göktaş, 2010; Güneş, 2000; Reidel vd., 2003; Rose vd., 2000) üst düzey düşünme becerisi olduğu ifade edilmiştir. Hem okuduğunu anlama ve matematiksel muhakeme becerileri hem de problem çözme becerileri bilişsel süreçlerden geçmesi ve benzer düşünme süreçleri gerektirmesi mevcut araştırmada da sonuçlandığı üzere okuduğunu anlama ve matematiksel muhakeme becerilerinin gelişiminin başarı düzeyine etkisinin yüksek düzeyde anlamlı bir ilişkinin varlığını doğrulamaktadır.

Öneriler

Öğretmenlerin okuduğunu anlama ve matematiksel muhakeme becerilerini geliştirecek stratejiler hakkında yeterli bilgiye sahip olmadıkları düşüncesiyle farklı strateji ve çalışmalar hakkında bilgilendirilmelidir. Bu şekilde öğretmenler farklı stratejilerden kendi sınıflarına uygun olanı belirleme yeterliliğine sahip olacaktır.

Öğretmenlerin yapılan uluslararası sınav sorularını takip etmesi, öğrencilerin uluslararası yapılan sınav sorularıyla ve rutin olmayan problemlerle karşılaşmasını sağlaması, farklı metin tiplerini sınıf ortamına taşınması ve öğrencilerin muhakeme yapabileceği ortamlar hazırlaması gerekmektedir.



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The Use of Oral History in Educational Research: A Bibliometric Analysis

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Abstract

This study aims to make a bibliometric analysis of educational research in which the oral history method is used and scanned in the Web of Science [WoS] database. In the research in which descriptive and bibliometric analysis methods were used, the studies were limited according to certain criteria and downloaded as "ciw" files from the WoS database. The data were mapped with the VOSviewer program. 381 articles with open-access data published between 1980-2022 were analysed. When the studies were analysed in terms of the number of publications, it was found that the highest increase was experienced in 2010, while the increase in the number of publications and citations was irregular. The most cited educational research on oral history was Bernal's (1998) article, while the most co-cited authors were Thompson, Freire, Alberti, Faucault, and Portelli, respectively. The countries with the highest number of publications on oral history are the United States of America, Brazil, Canada and the United Kingdom. In terms of country citation analysis, the most cited country was the United States of America, and in terms of institution citation analysis, the most cited institutions were California Davis University, the University of Missouri and Virginia Commonwealth University. It was concluded that the most commonly used keywords in the published studies were oral history, history, memory, education, teacher training, gender, history of education, teachers, teaching and women. At the end of the research, researchers may be advised to conduct studies on oral history from different databases.

Keywords: Bibliometric analysis, education, oral history.

Introduction

Oral history is a method and research field that analyses how people remember the past. While history examines past events, oral history focuses on how the past is remembered in personal, contemporary narratives (Hoopes, 1979). Remembering is a subjective process, and each individual makes sense of their experiences in a unique way through stories. People's stories are real to the extent that they inform the reality they make sense of (Portelli, 1991). These individual stories offer traces of and are shaped by the historical and cultural context. Like historiography, individual stories of the past and oral historiography based on them are the products of a process of construction and interpretation.

Oral history is an interdisciplinary field of study shaped by the urge to write history and aims to include subjectivity in the field of science through written documents and memory-based narratives of the daily lives of the people (Sarı, 2007). There are many definitions of oral history, which offers new ways to better understand history and increase interdisciplinary cooperation by utilising all the possibilities of humanity, such as sociology, psychology, social psychology, geography, anthropology, ethnology and folklore. Thompson (1999) explains oral history as a method of history created by listening to what people say and using their memories. Portelli (1998) states that oral history is used to explain what the source (narrator) and the historian (interviewer) do when they meet during an interview. He states that oral history is actually a mutual dialogue. Therefore, the term oral history is not precise. It refers to what historians hear (oral sources), what they say and what they write, and brings the historian into play. Creswell (1998) also defines oral history as an approach in which the researcher collects personal memories and causes and effects of events from an individual or individuals.

Theories of memory, trauma and testimony in oral history have opened up a wealth of work and important ethical debates. Similarly, recent developments in cultural theory, which emphasise the value of emotion, are of great value to oral historians for whom the question of emotion in interviews is of paramount importance (Blee, 1993). Herrmann argues that one of the premises of oral history is its insistence on empathy. For Herrmann, empathy is both an ethical and political stance. Drawing on the psychoanalytic theories of Heinz Kohut, Herrmann proposes empathic research against narcissism, which he defines as a solipsistic stance in which historical memories are lost. According to Herrmann, oral history has always been a nostalgic enterprise as much as it is a liberal discipline that predominantly aims to externalise the ideological protagonists of memories themselves (Herrmann, 2017).

The first studies based on oral history in world history were carried out to reveal the material and human consequences of World War II. After these first attempts, which were mostly politically motivated, the methods and tools for oral history began to be clarified and began to gain strength as a method of interviewing various individuals and observing groups in social sciences other than history (such as sociology, social psychology, social anthropology, folklore) (Caunce, 2001). Authors, researchers and historians have referred to the recording of memories on hospital ships and military bases as oral history (Ritchie, 2003). Beginning in the mid-1960s in particular, there has been a growing interest among social and local historians in recording recent memories through interviews with individuals and transforming them into historical material. Oral history research was in great demand in the United States of America (USA) and the United Kingdom [UK], and historians in these countries turned it into an academic discipline. Pioneering methodological manuals were published in the United States in the 1960s (Dunaway & Baum, 1996). In Western countries, oral history research became more popular in the 1970s and 1980s, with professional and national training programmes to identify and preserve cultural heritage (Caunce, 2001). Many oral history handbooks were also published during this period.

In addition to numerous reference books, ranging from Willa K. Baum's (1987) *Oral History for the Local Historical Society* to Stephen Caunce's (2001) *Oral History and Local Historian*, many oral history societies, such as the American Oral History Association (OHA), have continued to provide guidance to practitioners. The periodicals of these societies provide common examples of oral history as part of social and local history.

Oral history, which is a form of historiography and a research method, has been accepted in academic historiography in Europe after World War II. Afterwards, it came to the forefront in the field of education and became widely used in both history education and social studies education (Brooks, 1997; Crocco, 1998; Evans, 2003; Koehl, 2005; Kuhn & McLellan, 1997; Mehaffe, 1984; Paul, 1997; Penyak & Duray, 1999; Reeves, 2002; Thompson, 1999; Tranguyen, 2002). In Türkiye, as in other countries, options other than the traditional method have been sought in social studies and history teaching, but until 2005, most teachers and official institutions responsible for education did not search for alternatives. In the restructuring process carried out in Türkiye in 2005, the number of studies and research increased with the inclusion of oral history method in the new Social Studies Curriculum by the Board of Education and Instruction (Akçalı & Aslan, 2012; Çalışkan & Şahbudak, 2005;

Dere & Kızılay, 2017; Kabapınar & İncegöl, 2016; Sağlam & Sayımlı, 2021; Sarı, 2007; Tan, 2007).

As the number of studies increases, it becomes difficult to follow scientific developments and trends, make general judgements and discover gaps in the literature. However, it is important to quantify the literature and evaluate the results to identify trends in the field. In recent years, biometric analysis has gained popularity due to the increase in scientific publications (Demir & Çelik, 2020). Biometric analysis facilitates statistical analysis of research and comprehensive research evaluation (Ayanoglu et al., 2021). Clarifying prominent research trends makes future research trends predictable. Many studies can be analysed in detail using the bibliometric analysis method (Zhao et al., 2018). In such studies, it is possible to quantitatively evaluate innovation and trends in the field. The data obtained in this way can be presented visually (Yılmaz, 2021), and research can be made more understandable.

Oral history, which is a research method and a form of history writing frequently used in education, is one of the areas where there is a gap. When the relevant literature was reviewed, no study, including bibliometric analysis of oral history-based research, was found. Bibliometric studies, which are used to identify gaps in the literature, are important in terms of identifying clusters and gaps in the field. Such analyses prevent researchers from repeating themselves and enable the selection of the most appropriate topics for research. It is anticipated that this research will have a positive impact on the creation of an academic publication policy related to the oral history method. On the other hand, it is thought that identifying the main sources guiding the field will contribute to new research. For this reason, the aim of the research was determined to be the examination of educational research based on oral history using a bibliometric analysis method. The research questions formulated for this purpose are as follows;

1. What is the distribution of the number of publications and citations of educational research conducted with the oral history method according to years?
2. What are the most cited authors and articles about the oral history method in educational research?
3. What is the distribution of the results of the co-citation analysis of co-authors?
4. How is the distribution of published studies by institutional citation analysis?
5. What is the distribution of published studies according to countries?
6. How is the citation analysis distribution of published studies according to countries?
7. What are the most recurring keywords in published studies?

Method

Bibliometric analysis methodology was used in this study, which aims to determine the academic studies on the use of oral history in educational research and the relationships between these studies. Bibliometric analysis is the visualisation of the elements (i.e., study, author, journal, country, institution) in a research field with the help of mapping techniques

using mathematical and statistical methods (Şimşir, 2022). The trends related to the researched topic can be analysed on the basis of a large literature with the descriptive analysis technique (Ellegaard & Wallin, 2015). In the bibliometric analysis method, which is one of the ways of examining the literature, the data set is more inclusive since the studies related to the field examined can be downloaded collectively (Block & Fish, 2020).

Data Collection

In bibliometric analyses, there are many databases that enable the downloading of the data set. The most well-known of these can be listed as Web of Science (WoS), ISI, Scopus, Google Scholar, PubMed, NLM, Medline, Microsoft Academic, Springerlink, etc. (Chen, 2017). In this study, bibliometric analysis data were obtained using the WoS database. WoS database, created by the Institute for Scientific Information [ISI] in 1950 and produced by Clarivate Analytics, is frequently preferred in bibliometric research because it offers comprehensive data content from different fields (Li et al., 2018). WoS includes important citation indexes such as the Science Citation Index [SCI], the Social Science Citation Index [SSCI] and the Art and Humanities Citation Index [A&HCI] (Goodman & Deis, 2005).

In this research, the WoS database was searched with the word “oral history” on 3 December 2022 and 8,053 studies were reached. While searching, no date limitation was made, and all studies published between 1975 and 2022 were listed. 1975 was determined as the selection criterion in determining the date range because it was possible to search the WoS database for the first time starting that year (Er Türküresin, 2022). In the next stage, the Education and Educational Research category was selected, and the number of studies was reduced to 441. When the studies were filtered according to their types, 381 open-access articles were found. Other publications are book chapters (f=71), minutes (f=33) and book reviews (f=14). Data analyses were conducted on these 381 articles.

Analysing the Data

In bibliometric analyses, many databases enable the downloading of the data set. The most well-known of these are databases such as WoS, ISI, Scopus, Google Scholar, PubMed, NLM, and Medline (Artsin, 2020). In this study, the WoS database was used to obtain the data. Descriptive analysis and bibliometric analysis methods were used to analyse the data obtained. Excel software was used in the descriptive analysis of the data, and the analyses were presented in tables and graphs with percentage and frequency values. VOSviewer (Version 1.6.17: www.vosviewer.com), freely available, was used for bibliometric analyses and network maps. Paintmaps (<https://paintmaps.com/>), also freely available, was used to show the number of publications by country on the world map. The threshold values used for network analysis on VOSviewer, the number of bubbles and the number of clusters obtained as a result of the analysis are given in Table 1.

Table 1.
Types of Analyses

Analysis	Frequency of occurrence	Number of bubbles	Number of clusters
Co-citation analysis of co-authors	5 and above	212	11
Citation analysis by institutions	1 and above	204	11
Citation analysis by country	1 and above	26	6
Network analysis by keywords	1 and above	602	61

Table 1 shows the types of analyses performed and the data obtained. In the VOSviewer programme, except for the “Co-citation analysis of co-authors”, no limitation was made when determining the threshold value in other analyses, and all studies of 1 and above were included in the analysis. In the “Co-citation analysis of co-authors”, since the number of data accessed was too large to enable the interpretation of the network map, 5 or more studies were selected as the threshold value, and the analysis was carried out accordingly. After the data file is loaded into the VOSviewer programme, a threshold value is set for a phrase to become visible on the map. This threshold value can be changed by the researcher if the phrase is high or low (Artsın, 2020). For this reason, the threshold value was limited to 5 and above in the co-citation analysis of co-authors. In the bibliometric analysis, a co-citation link is established between the authors of the articles and the authors citing the publications. This network also shows the most influential authors in the field. The publications found together in the references of the articles and their convergence can also be seen in this network. The growth of nodes between author relationships also means that the relationship is numerically more (Sarı Gök, 2021).

Ethics Committee Permission Information

The bibliometric analysis study on the use of oral history in educational research was carried out with data accessed through the WoS programme between 1975 and 2022. Since open-access data were used in the study, ethics committee approval was not obtained. In the study, all rules determined within the “Higher Education Institutions Scientific Research and Publication Ethics Directive” scope were followed. The authors are responsible for any violations that may arise from the article.

Findings

This section presents the results of bibliometric analyses of educational research conducted with the "oral history" method between 1980-2022. The findings obtained as a result of the research data analysis are presented.

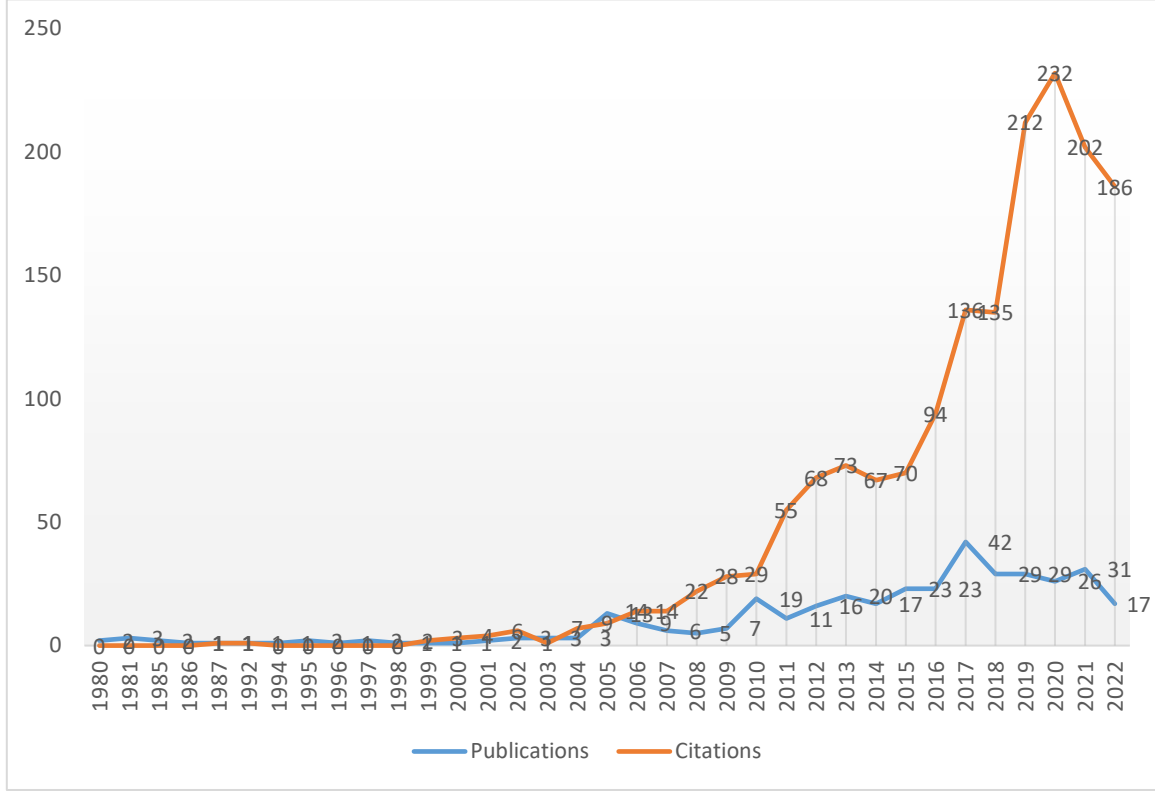
Analysing the number of Publications and Citations of Published Studies according to Years

The number and rate of educational research publications conducted using the oral history method and the number and rate of citations to these publications are given in Figure 1. When Figure 1 is analysed, it is seen that the first study conducted with the oral history method in the WoS database belongs to 1980 (f=2) and the first citation belongs to 1987 (f=1). The highest increase in the number of publications belongs to 2010 (f=19), and the highest increase in the number of citations belongs to 2011 (f=55). Although there has been an increase

in the number of publications and citations related to oral history in recent years, it has been determined that this increase is not regular, and in some years, it tends to decrease.

Figure 1.

Number of Publications and Citations by Years



Examination of Articles Published in Journals

When educational research based on oral history is analysed in terms of publications and citations, the first publication was in 1980. The analysis results, including the evaluation of the published articles in terms of the number of citations, are shown in Table 2.

Table 2.
Analysis of the 10 Most Cited Publications

Number	Publication name	Number of citations	Link strength
1	Bernal, D. D. (1998). Using a Chicana feminist epistemology in educational research. <i>Harvard educational review</i> , 68(4), 555-583.	381	18
2	Diem, S., Young, M. D., Welton, A. D., Mansfield, K. C., & Lee, P. L. (2014). The intellectual landscape of critical policy analysis. <i>International Journal of Qualitative Studies in Education</i> , 27(9), 1068-1090.	101	9
3	Reyes, K. B., & Curry Rodríguez, J. E. (2012). Testimonio: Origins, terms, and resources. <i>Equity & Excellence in Education</i> , 45(3), 525-538.	84	7
4	Rose, M. (2012). The 'silent apartheid' as the practitioner's blindspot. <i>Aboriginal and Torres Strait Islander education: An introduction for the teaching profession</i> , 64-80.	27	0
5	Lee, A., Manathunga, C., & Kandlbinder, P. (2010). Shaping a culture: Oral histories of academic development in Australian universities. <i>Higher Education Research & Development</i> , 29(3), 307-318.	27	7
6	Grant, B., Lee, A., Clegg, S., Manathunga, C., Barrow, M., Kandlbinder, P., ... & Hicks, M. (2009). Why history? Why now? Multiple accounts of the emergence of academic development. <i>International Journal for Academic Development</i> , 14(1), 83-86.	27	3
7	Olmedo, I. M. (1997). Voices of our past: Using oral history to explore funds of knowledge within a Puerto Rican family. <i>Anthropology & Education Quarterly</i> , 28(4), 550-573.	24	16
8	Buras, K. L. (2013). 'We're not going nowhere': race, urban space, and the struggle for King Elementary School in New Orleans. <i>Critical Studies in Education</i> , 54(1), 19-32.	23	1
9	Burke, C. (2010). About looking: vision, transformation, and the education of the eye in discourses of school renewal past and present. <i>British Educational Research Journal</i> , 36(1), 65-82.	23	2
10	Swalwell, K., & Schweber, S. (2016). Teaching through turmoil: Social studies teachers and local controversial current events. <i>Theory & Research in Social Education</i> , 44(3), 283-315.	22	5

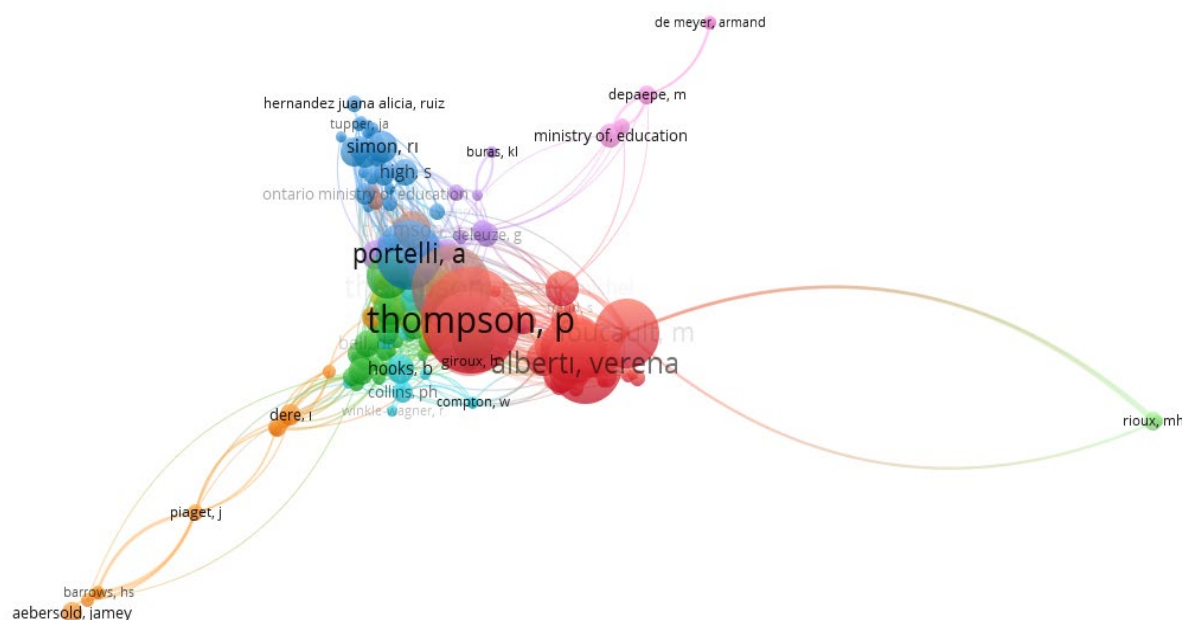
As can be seen in Table 2, the most cited educational research on oral history is Bernal's (1998) "Using a Chicana feminist epistemology in educational research" (f=381, bg=18). In this study, Bernal described an oral history project on Chicana student resistance and activism and tried to express the importance of this framework in educational research. In the second most cited study (f=101, bg=9), Diem et al. (2014) conducted in-depth oral history interviews with 19 participants identified as critical policy scholars. Reyes and Curry Rodríguez (2012) conducted a study on equity and excellence in education using the oral history method. The most cited studies were generally conducted in the fields of anthropology, education and history.

Analysing the Results of Co-Citation Analysis of co-Authors

A co-citation analysis was conducted for educational research based on oral history, and it was found that there were 9567 authors. In order to list the cited authors, the threshold value was determined as 5, and it was concluded that 212 authors met this criterion. These authors are gathered around 11 clusters according to their relationships. In the network structure, each cluster is represented by a different colour, and the circle size indicates the authors with the highest number of co-citations. According to Figure 2, the most co-cited authors are Thompson (f=79), Freire (f=35), Alberti (f=33), Faucault (f=29) and Portelli (29). The authors with the highest link strength were Thompson (bg=439), Freire (bg=242), Portelli (bg=237), Faucault (bg=213) and Alberti (bg=176).

Figure 2.

Co-citation Analyses of Co-Authors



Analysing the Results of Institutional Citation Analysis of Published Studies

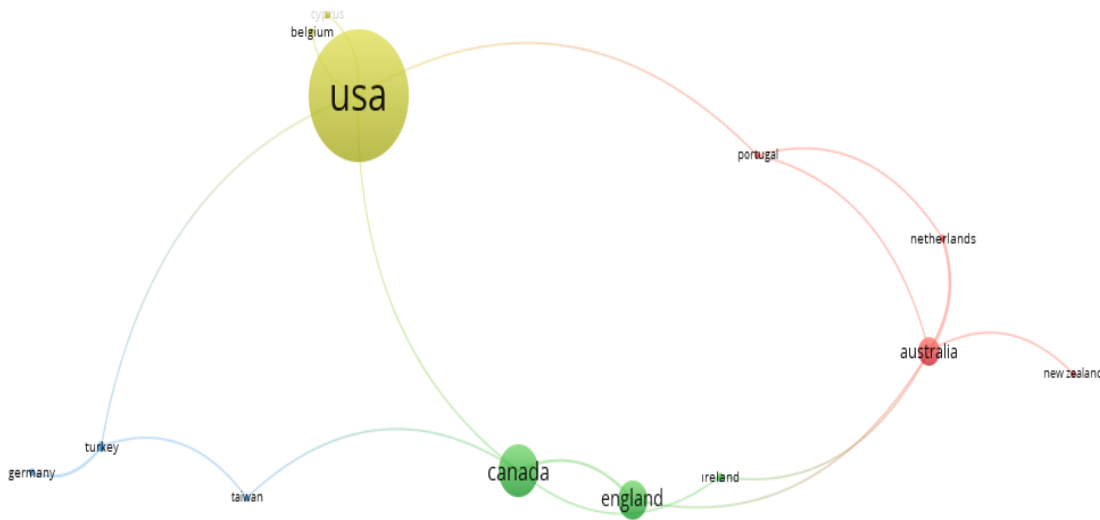
The published studies were analysed in terms of institution citation analysis in Figure 3. According to this, there are 394 institutions, 204 of which are related, and these institutions are gathered around 11 clusters. The institution with the highest number of publications was determined as the Federal University of Rio Grande do Sul in Brazil (f=9). Then, Cambridge University in England (f=8), Ottawa University in Canada (f=7), University of British Columbia (f=6) and College Dublin University in Ireland (f=6) are the universities with the highest number of publications. The institutions with the highest number of citations are the University of California Davis (f=394), the University of Missouri (f=124), Virginia Commonwealth University (f=115), the University of Virginia (f=105) and the University Council for Educational Administration [UCEA] (f=105). When the relationship network between the institutions is analysed, the institutions with the highest connection strength are Virginia Commonwealth University in the United States of America (bg=8), University of

Analysing the Results of Citation Analysis of Published Studies according to Countries

Figure 5 shows the citation analysis results of published studies according to countries. Accordingly, it is seen that there are 32 cited countries, and there is a relationship between 26 of them, with these countries gathered around 6 clusters. Being cited at least once was determined as a criterion, and countries were listed accordingly. In this context, the countries with the highest number of articles were the United States of America (f=106), Brazil (f=101), Canada (f=41), England (f=32), Australia (f=23), Türkiye (f=9). The countries with the highest number of citations are the United States (f=969), England (f=217), Australia (f=166), Canada (f=115) and the Netherlands (f=50). When the countries are evaluated in terms of link strength, Australia (bg=9), England (bg=7), the United States (bg=5), the Netherlands (bg=5) and Canada (bg=3) are ranked.

Figure 5

Citation Analysis of Published Studies by Country



Analysing the Published Studies according to Keywords

Figure 6 shows the network analysis of keywords related to oral history. Accordingly, it was determined that 602 words were repeated at least once, and these words were gathered around 61 clusters. While the circle sizes show the most repeated keywords, the distances between the circles show the relationship between the keywords. As the distance decreases, the relationship increases, and as the distance increases, the relationship decreases. The absence of any connection indicates no relationship (Doğan et al., 2021; Yeşiltaş & Evci, 2021). When the network analysis table is examined, it is seen that the most frequently used words are oral history (f=91), history (f=17), memory (f=17), education (f=15), teacher training (f=12), gender (f=10), history of education (f=9), teachers (f=8), teaching (f=8), women (f=8), respectively. The keywords with the highest linking power are oral history (bg=361), history (bg=60),

citations has increased since these years and reached its highest level in 2010 can be said to be related to this situation.

It was found that more than two-thirds of the educational research conducted with the oral history method was in the form of articles, and the most cited article was Bernal's (1998) study titled "Using a Chicana feminist epistemology in Educational Research". In this article, Bernal summarises the Chicana feminist epistemological framework. Drawing on the existing work of Chicana feminists, this framework questions notions of objectivity and the universal basis of knowledge. Chicana feminist epistemology is also grounded in the lived experiences of Chicanas. In this research, Bernal (1998) attempts to analyse how the lives of Chicana participants are interpreted, documented and reported. She also recognises that Chicana lead lives with significantly different opportunity structures than men or white women. Diem et al. (2014) conducted the second most cited study. In this study, in-depth oral history interviews were conducted with 19 participants identified as critical policy scholars. This study aimed to ask academics to question research in policy studies, define it from the side and discover the reasons for working in these fields. Thus, an understanding of the critical policy analysis approach was developed. Reyes, and Curry Rodríguez (2012), another highly cited study, conducted an oral history study on equity and excellence in education. In this study, the roots of the witnesses in Latin America and how they were transformed, the spoken word and the memoirs of Chicanas and Latinas are the subject of this study. The most cited studies are generally in the fields of anthropology, education and history. Oral history should be preferred in other fields and subjects and encourage socially oppressed and excluded individuals and groups to speak for themselves (Yıkımsı, 2016). Although oral history was considered a historical research method when it first emerged, it is used as a teaching method by many social science disciplines such as sociology, psychology, ethnology, anthropology, social psychology, and folklore due to its structure that increases interdisciplinary cooperation (Counce, 2001; Metin, 2002).

The fact that many disciplines use this method is also revealed by the fields of study of the names using this method. Therefore, Paul Thompson, one of the first names that come to mind when the oral history method is mentioned, works in the field of sociology, Luisa Passerini in the field of psychology, Dominique Willems in the field of linguistics, Elizabeth Tomkin, Jan Vansina and Dennis Tedlock in the fields of ethnology and folklore (Portelli, 1991). In this study, co-authors and their citations were analysed, and the most frequently cited co-authors were Paul Thompson, Paulo Freire, Verena Alberti, Michel Foucault and Alessandro Portelli. Paul Thompson is the researcher who initiated the first large-scale oral history project in the UK. At the same time, using the oral history method, he ensured that the voices of a group in the background, such as women, workers and children in England, were heard (Somersan, 1998). With his publications since the 1970s, Thompson has tried to prove the validity of oral history as a research method and has argued that it is valuable. Paula Freire, another researcher with the highest number of co-citations, frequently utilised the oral history method in her work in critical pedagogy (Korkutan & Kaplan, 2022). Foucault moved away from the traditional understanding of history and stated that history is not only about chronology and wars and was more interested in the representations of the past. However, traditional history is not only the history of wars, politicians and dynasties. When the lives and

experiences of ordinary people living in the past are not reflected, the history to be written may not reflect the truth entirely and truthfully (Özbaş & Öztaş, 2021). Alessandro Portelli, like Thompson, points to the importance of the daily lives of silenced and excluded groups in historiography (Portelli, 2002). Oral history does not only support official history. In addition, the lower classes, the uneducated, those outside the public sphere, marginalised people, minorities, and those considered to be on the fringe of society and their life stories also constitute the subject of oral history (Gezer, 2023). When evaluated in general, it is seen that almost all of the authors with the highest number of co-citations are the names that played an active role in the development of oral history and work on similar topics. When educational research that deals with oral history as a method or subject is evaluated in general, it is seen that there is a need for adaptation to various disciplines, philosophy, and history and how to do it.

When the institutional citation analysis results of the published studies were analysed, it was determined that the university with the highest number of publications was the Federal University of Rio Grande do Sul in Brazil. Cambridge University in England, University of Ottawa, and University of British Columbia in Canada, and College Dublin University in Ireland are the other institutions with the highest number of publications. The most cited institutions are the University of California Davis, the University of Missouri, Virginia Commonwealth University, the University of Virginia and the University Council for Educational Administration [UCEA] in the United States. It was concluded that the distribution of the most cited institutions varied according to country. Nevertheless, all of the top five most cited institutions belong to various universities in the United States. Oral history is used in many countries around the world. However, the topics on which it is focussed differ in different countries. For example, in Western countries, oral history is generally used to show the inner face of official history and to make the voices of groups that are not in the foreground heard (Küpüç, 2014).

Regarding citations to published studies, the countries with the highest number of articles are the United States of America, Brazil, Canada, the United Kingdom, Australia and Türkiye, respectively. The countries with the highest number of citations are the United States of America, the United Kingdom, Australia, Canada and the Netherlands. In the historical development process, the oral history method was first utilised in both the United States and the United Kingdom to reveal World War II's devastating effects (Ritchie, 2003; Smith, 2013). In this context, oral history projects were initiated and became widespread in various states of the United States of America to determine the trauma caused by World War II in society. With the effect of institutionalisation in historiography in the United States in the 1960s, the American Oral History Association [OHA] was established in 1966, and the United States became the centre of developing the oral history method (Dere, 2019). Following the developments in education, in the 1990s, oral history studies were introduced to schools in many countries, especially in the United States and England, and there was a significant increase in the number of studies (Demircioğlu, 2010). All these developments have led to a higher number of studies published in the United States of America compared to other countries. Parallel to the increase in the number of studies, an increase in the number of

citations was also observed. In addition, western countries stand out more than other countries in oral history research.

Another prominent country is England (Ersoy, 2009). Since the 19th century, the history of the working class has been researched using methods such as observation and interviews, and this has been the driving force of oral history studies in countries such as England (Danacıoğlu, 2010). The revolutionary movements of the 1960s, which affected the whole world, increased the interest in some sciences, especially history and sociology. However, due to the inadequacy of these sciences in describing the realities in detail, there has been an increase in interest in oral history (Gökdemir, 2018). In the UK in the 1950s and 1960s, the oral history method was mainly used to reveal the experiences of workers (Smith, 2013). In this historical development process, American and British schools emerged in oral history studies (Tokmak, 2016). Since the second quarter of the 20th century, oral history, which has shown a serious development, has been used extensively in subjects such as family migration, city, civil society, and social history. With the increase in oral history studies aiming to record living memories, various institutions, and organisations, especially in countries such as the United States, England, Canada and Australia, have started to support oral history projects (Dere & Akıncı, 2021).

Another country that stands out in terms of the number of studies conducted is Australia. In recent years, various journals on oral history have been published, archives have been created, and oral history projects have been popularised in Australia. The Oral History and Culture Collection of the National Library of Australia, the Oral History Project of the Australian National University [ANU], and the Oral History Australia Journal are examples of these developments (Tütüncü, 2022).

Regarding the countries with the highest number of articles published, Türkiye ranked sixth. The use of the oral history method in Türkiye first attracted the attention of journalists, social scientists and documentary makers in the 1990s (Akçalı & Aslan, 2012). Apart from the oral tradition, studies similar to those conducted in the United States and the United Kingdom started in Türkiye in the 1980s with increasing interest in recent history. In 1999, the History Foundation organised oral history workshops in many provinces within the scope of the Local History Project, and in 2002, it initiated projects to create a systematic oral history archive for the first time (Uygun, 2011). However, although various oral history studies were carried out in disciplines such as history and sociology in Türkiye until 2005, they were not supported by many disciplines and stakeholders. After 2005, during the restructuring process in the field of education, this method was included in the new Social Studies Curriculum by the Presidency of the Board of Education and Instruction. Thus, many studies and research were carried out in Türkiye. Some of these studies are listed in the Web of Science database (Akbaba & Kılcan, 2012; Aykaç, 2016; Dere & Alkaya, 2017; Dere & Kalender, 2019; Dilek, 2016; Sağlam, 2012; Sağlam, 2014; Sağlam, 2015a; Sağlam, 2015b; Sağlam & Sayımlı, 2021).

When the oral history studies were analysed in terms of the most frequently recurring words, it was determined that the prominent words were oral history, history, memory, education, teacher education, gender, history education, teachers, teaching and women. WoS database was searched by typing “oral history” in the search button. Again, the sources

accessed were limited in terms of their categories by typing “Education, Educational Research”. For this reason, it is expected that the most recurring first words were found as oral history, history, education, teacher education, teaching, and teachers. Apart from these, when the most frequently repeated words are analysed, memory is the first word that draws attention. According to Ritchie (2003), since oral history focuses on people’s personal experiences and memories, it is basically considered the work of transforming memory into material. Dere and Dinç (2020) state that oral history is closely related to memory studies. The two other words that attract the most attention are gender and women. When the course of development of oral history is analysed, it is seen that it was considered historiography until the 1960s. Since the late 1960s, the scope of oral history has widened with the addition of groups excluded in historiography, women and marginalised segments of society, and the number of studies based on these people and groups has increased (Danacıoğlu, 2001). Therefore, when the top 10 most cited publications were analysed, it was seen that Bernal's (1998) study was on the use of Chinese feminist epistemology in educational research.

Recommendations

In this study, the suggestions made in the context of the results obtained from the research are given below. These are:

The research data were obtained using the WoS database. In future studies, databases such as Scopus and EBSCO can be included. Thus, the scope of the research can be expanded by including various studies that are not included in this study.

Oral history is a method used by many disciplines. This study narrowed the data set, and educational research using the oral history method was analysed. Expanding the data set allows other disciplines where the oral history method is used to be analysed. This may show which oral history subjects are especially intensively studied in fields other than education.

According to the research results, 32 countries have received citations related to the oral history method, and 26 of these countries are related. More cooperation between researchers working in different countries can be realised.

According to the results of the analysis, 9 studies using the oral history method in Türkiye are listed in the WoS database. When the distribution of the studies by country is analysed, the number of studies is low. For this reason, the number and quality of studies on oral history methods in Türkiye can be increased.

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Contribution Rate of Researchers

Author 1: 33%

Author 2: 33%

Author 3: 33%

The contribution rate of researchers to study is equal.

Conflict Statement

This study has three authors. All three authors contributed equally to the article. There is no conflict of interest in the study.



Eğitim Araştırmalarında Sözlü Tarih Kullanımı: Bibliyometrik Bir Analiz

1

Özet

Bu araştırmada Web of Science (WoS) veri tabanında taranan ve sözlü tarih yönteminin kullanıldığı eğitim araştırmalarının bibliyometrik analizini yapmak amaçlanmıştır. Betimsel ve bibliyometrik analiz yönteminin kullanıldığı araştırmada çalışmalar belirli kriterlere göre sınırlandırılmış ve WoS veri tabanından “ciw” dosyası olarak indirilmiştir. Veriler VOSviewer programıyla haritalandırılmıştır. 1980-2022 yılları arasında yayınlanan 381 açık erişim verisine sahip makale analiz edilmiştir. Araştırma sonucunda sözlü tarih yöntemiyle yürütülen eğitim araştırmalarının çoğunluğunu makalelerin oluşturduğu, yayın sayıları açısından en yüksek artışın 2010 yılında yaşandığı, yayın ve atıf sayılarındaki artışın ise düzensiz olduğu tespit edilmiştir. Sözlü tarihle ilgili en çok atıf alan eğitim araştırması Bernal’ın (1998) çalışması iken en çok ortak atıf alan yazarların sırasıyla Thompson, Freire, Alberti, Faucault ve Portelli olduğu belirlenmiştir. Sözlü tarih ile ilgili en çok yayın yapan ülkeler Amerika Birleşik Devletleri, Brezilya, Kanada ve İngiltere olarak sıralanmıştır. Ülke atıf analizi açısından en çok atıf alan ülkenin Amerika Birleşik Devletleri olduğu, kurum atıf analizi açısından ise en çok atıf alan kurumların yine bu ülkedeki Calif Davis Üniversitesi, Missouri Üniversitesi ve Virginia Commonwealth Üniversitesi olduğu görülmüştür. Son olarak yayımlanan çalışmalarda en sık kullanılan anahtar kelimelerin sırasıyla sözlü tarih, tarih, hafıza eğitimi, öğretmen eğitimi, cinsiyet, eğitim tarihi, öğretmenler, öğretmenlik ve kadın olduğu sonucuna ulaşılmıştır. Araştırma sonucuna göre araştırmacılara farklı veri tabanlarından sözlü tarih çalışmaları yapmaları önerilebilir.

Anahtar Kelimeler: Bibliyometrik analiz, eğitim, sözlü tarih.

Giriş

Sözlü tarih, insanların geçmişi nasıl hatırladıklarını inceleyen bir yöntem ve araştırma alanıdır. Tarih geçmiş olayları incelerken sözlü tarih, kişisel çağdaş anlatılarda geçmişin nasıl anımsandığına odaklanır (Hoopes, 1979). Tarih yazımının bir şekli ve bir araştırma yöntemi olan sözlü tarih, II. Dünya Savaşı'ndan sonra Avrupa'da akademik tarihçiliğe kendini kabul ettirmiştir. Sonrasında eğitim alanında ön plana çıkarak hem tarih eğitimi hem de sosyal bilgiler eğitimi alanlarında çok fazla kullanılır olmuştur (Brooks, 1997; Crocco, 1998; Evans, 2003; Koehl, 2005; Kuhn & McLellan, 1997; Mehaffe, 1984; Paul, 1997; Penyak & Duray, 1999; Reeves, 2002; Thompson, 1999; Tranguyen, 2002). Diğer ülkelerde olduğu gibi Türkiye'de de sosyal bilgiler ve tarih öğretiminde geleneksel yöntem dışında başka seçenekler aranmış fakat 2005 yılına kadar çoğu öğretmen ve eğitimden sorumlu resmi kurum alternatif arayışlarda bulunmamıştır. Ülkemizde 2005 yılında gerçekleştirilen yeniden yapılanma sürecinde Talim ve Terbiye Kurulu Başkanlığı'nca yeni Sosyal Bilgiler Öğretim Programı'nda sözlü tarih yöntemine yer verilmesiyle yapılan çalışma ve araştırmaların sayısında artış yaşanmıştır (Akçalı & Aslan 2012; Çalışkan & Şahbudak, 2005; Dere & Kızılay, 2017; Kabapınar & İncegöl, 2016; Sağlam & Sayımlı, 2021; Sarı, 2007; Tan, 2007).

Çalışmaların sayısı arttıkça bilimsel gelişmeleri ve eğilimleri takip etmek, genel yargılarda bulunmak ve literatürdeki boşlukları keşfetmek zorlaşır. Bununla birlikte alandaki

eğilimleri belirlemek için literatürü sayısallaştırmak ve sonuçları değerlendirmek önemlidir. Son yıllarda bilimsel yayınlardaki artış nedeniyle biyometrik analiz rağbet görmekte ve popülerlik kazanmaktadır (Demir & Çelik, 2020). Biyometrik analiz, araştırmaların istatistiksel analizini ve kapsamlı araştırma değerlendirmesini kolaylaştırır (Ayanoglu, Demir & Gür-Erdoğan, 2021). Öne çıkan araştırma eğilimlerinin açıklığa kavuşturulması, gelecekteki araştırma trendlerinin tahmin edilebilir olmasını sağlar. Biyometrik analiz yöntemi kullanılarak pek çok çalışma ayrıntılı olarak analiz edilebilir (Zhao, vd., 2018). Bu tarz çalışmalarda alandaki yenilik ile eğilimleri nicel olarak değerlendirmek mümkündür. Bu şekilde elde edilen veriler görsel olarak sunulabilir (Yılmaz, 2021) ve araştırmalar daha anlaşılır kılınabilir.

Eğitimde sıklıkla kullanılan bir araştırma yöntemi ve tarih yazma biçimi olan sözlü tarih, boşluk yaşanan alanlardan biridir. Literatürdeki boşlukların tespitinde yararlanılan bibliyometrik çalışmalar, alandaki kümelenme ve boşlukların tespit edilmesi bakımından önemlidir. Bu tarz incelemeler, araştırmacıların kendilerini tekrar etmelerini engeller ve araştırmaya en uygun mevzuların seçilmesini olanaklı kılar. Bu araştırmanın sözlü tarih yöntemiyle alakalı akademik yayın politikasının oluşturulmasına pozitif bir etkide bulunacağı öngörülmektedir. Diğer taraftan alana yol gösteren başlıca kaynakların saptanmasının yeni araştırmalara katkı sağlayacağı düşünülmektedir. Bu nedenle araştırmanın amacı sözlü tarihe dayanan eğitim araştırmalarının bibliyometrik analiz yöntemiyle incelemesi olarak belirlenmiştir. Bu amaçla oluşturulan araştırma soruları aşağıdaki şekildedir;

1. Sözlü tarih yöntemiyle gerçekleştirilen eğitim araştırmalarının yıllara göre yayın ve atıf sayılarının dağılımı nasıldır?
2. Eğitim araştırmalarında sözlü tarih yöntemiyle ilgili en çok atıf alan yazar ve makale bilgileri nelerdir?
3. Ortak yazarların ortak atıf analizi sonuçlarının dağılımı nasıldır?
4. Yayımlanan çalışmaların kurum atıf analizi dağılımları nasıldır?
5. Yayımlanan çalışmaların ülkelere göre dağılımı nasıldır?
6. Yayımlanan çalışmaların ülkelere göre atıf analizi dağılımları nasıldır?
7. Yayımlanan çalışmalarda en çok tekrar eden anahtar kelimeler nelerdir?

Yöntem

Eğitim araştırmalarında sözlü tarih kullanımı ile ilgili yapılan akademik çalışmalarını ve bu çalışmalar arasındaki ilişkileri belirlemeyi amaçlayan bu araştırmada bibliyometrik analiz metodolojisi kullanılmıştır. Elde edilen verilerin analizinde betimsel analiz ve bibliyometrik analiz yönteminden yararlanılmıştır. Verilerin betimsel analizinde excel programı kullanılmış ve analizler yüzde ve frekans değerleri ile tablolar ve grafikler halinde sunulmuştur. Bibliyometrik analizler ve ağ haritalarının oluşturulmasında ise ücretsiz olarak erişilebilen VOSviewer (Version 1.6.17: www.vosviewer.com) programı kullanılmıştır. Dünya haritası üzerinde ülkelere göre yayın sayılarının gösterilmesinde yine ücretsiz olarak erişilen paintmaps (<https://paintmaps.com/>) programından yararlanılmıştır.

Araştırmanın Etik İzinleri:

Eğitim araştırmalarında sözlü tarih kullanımına ilişkin bibliyometrik analiz çalışması, 1975-2022 yılları arasında WoS programı üzerinden erişilen verilerle gerçekleştirilmiştir. Çalışmada açık erişimli veriler kullanıldığı için etik kurul onayı alınmamıştır. Çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında belirlenen tüm kurallara uyulmuştur. Makaleden kaynaklanabilecek her türlü ihlalden yazarlar sorumludur.

Bulgular

WoS veri tabanında sözlü tarih yöntemiyle gerçekleştirilen ilk çalışmanın 1980 (f=2) yılına, ilk atfın ise 1987 (f=1) yılına ait olduğu görülmektedir. Yayın sayısında en yüksek artış 2010 (f=19) yılına, atf sayısında en büyük artış ise 2011 (f=55) yılına aittir. Sözlü tarih ile ilgili son yıllarda yayın ve atf sayılarında artış olsa da bu artışın düzenli olmadığı, bazı yıllar azalma eğiliminde olduğu belirlenmiştir.

Sözlü tarihle ilgili en fazla atf alan eğitim araştırması Bernal'ın (1998) "Using a Chicana feminist epistemology in educational research" isimli çalışmasıdır (f=381, bg=18). Bernal bu çalışmada Chicana öğrenci direnişi ve aktivizmi üzerine bir sözlü tarih projesini tanımlayarak bu çerçevenin eğitim araştırmasındaki önemini ifadeye çalışmıştır. En çok atf alan ikinci çalışmada (f=101, bg=9) Diem, vd. (2014), eleştirel politika akademisyenleri olarak tanımlanan 19 katılımcıyla derinlemesine sözlü tarih görüşmesi yapmıştır. Reyes, K. B. ve Curry Rodríguez, J. E. (2012) ise eğitimde eşitlik ve mükemmellik konusunda sözlü tarih yöntemini kullanarak bir çalışma gerçekleştirmiştir.

Sözlü tarihe dayanan eğitim araştırmaları için ortak atf analizi yapılmış ve 9567 yazar olduğu görülmüştür. Atf alan yazarları listelemek için ise eşik değer 5 olarak belirlenmiş ve 212 yazarın bu kriteri sağladığı sonucuna ulaşılmıştır. Bu yazarlar ilişkilerine göre 11 küme etrafında toplanmaktadır. En çok ortak atf alan yazarlar Thompson (f=79), Freire (f=35), Alberti (f=33), Faucault (f=29) ve Portelli (29) olarak sıralanmıştır. Bağlantı gücü en yüksek olan yazarların Thompson (bg=439), Freire (bg=242), Portelli (bg=237), Faucault (bg=213) ve Alberti (bg=176) biçiminde sıralandığı görülmüştür.

En çok yayın yapılan kurum Brezilya'da bulunan Federal University of Rio Grande do Sul (f=9) olarak belirlenmiştir. Sonra sırasıyla İngiltere'de bulunan Cambridge Üniversitesi (f=8), Kanada'da bulunan Ottawa Üniversitesi (f=7), British Columbia Üniversitesi (f=6) ve İrlanda'da bulunan College Dublin Üniversitesi (f=6) yayın sayısının fazla olduğu üniversitelerdir. En çok atf alan kurumlar ise Amerika Birleşik Devletleri'nde bulunan Calif Davis Üniversitesi (f=394), Missouri Üniversitesi (f=124), Virginia Commonwealth Üniversitesi (f=115), Virginia Üniversitesi (f=105) ve University Council for Educational Administration [UCEA] (f=105) olarak belirlenmiştir. Kurumlar arasındaki ilişki ağı incelendiğinde bağlantı gücü olarak en fazla olan kurumlar sırasıyla Amerika Birleşik Devletleri'nde bulunan Virginia Commonwealth Üniversitesi (bg=8), Missouri Üniversitesi (bg=6), Avustralya'da bulunan Quennsland (bg=6) ve Yeni Zelanda'da bulunan Auckland Üniversitesi (bg=5) şeklindedir.

Sözlü tarih yöntemiyle yürütülen en fazla çalışma A.B.D (f=115) ve Brezilya'da (f=101) olduğu bu iki ülkeyi ise Kanada (f=41), İngiltere (f=34) ve Avustralya'nın (f=23) izlediği görülmektedir. Türkiye'de ise sözlü tarih yönteminin kullanıldığı ve WoS'ta listelenen çalışma sayısı 9'dur. Sözlü tarih yönteminin kullanıldığı çalışma yapılan 32 ülkeye rağmen birçok ülkede halen WoS'ta taranan bir çalışma yapılmadığı tespit edilmiştir. En çok makale tespit edilen ülke sırasıyla Amerika Birleşik Devletleri (f=106), Brezilya (f=101), Kanada (f=41), İngiltere (f=32), Avustralya (f=23), Türkiye (f=9) olarak belirlenmiştir. En çok atıf alan ülkeler ise Birleşik Devletleri (f=969), İngiltere (f=217), Avustralya (f=166), Kanada (f=115) ve Hollanda (f=50) şeklindedir. Ülkeler bağlantı gücü açısından değerlendirildiğinde ise Avustralya (bg=9), İngiltere (bg=7), Amerika Birleşik Devletleri (bg=5), Hollanda (bg=5) ve Kanada (bg=3) olarak sıralanmıştır.

En sık kullanılan kelimelerin sırasıyla oral history (f=91), history (f=17), memory (f=17), education (f=15), teacher training (f=12), gender (f=10), history of education (f=9), teachers (f=8), teaching (f=8), women (f=8) olduğu görülmektedir. Bağlantı gücü en yüksek olan anahtar kelimeler ise oral history (bg=361), history (bg=60), memory (bg=55), education (bg=54), gender (bg=34), curriculum (bg=34), history of education (bg=32), teacher training (bg=30), teachers (bg=30) ve teaching (bg=29) şeklinde sıralanmıştır.

Tartışma ve Sonuç

Bu çalışmada sözlü tarihe dayanan eğitim araştırmaları kapsamında WoS veritabanında yayımlanan çalışmalar betimsel ve bibliyometrik analiz yöntemiyle çözümlenmiştir. İlgili ilk yayının 1980, ilk atfın ise 1987 yılına ait olduğu belirlenmiştir. Daha önce de ifade edildiği gibi dünyada sözlü tarih ile ilgili ilk girişimler modern teknolojiler de kullanılarak II. Dünya savaşının sonuçlarının belirlenmesi amacıyla yapılmıştır. 1942 yılında Joseph Gould sözlü tarih terimini ilk defa kullanmıştır (Ritchie, 2003; Smith, 2013). Siyasi amaçlı bu ilk girişimlerin dışında sözlü tarihin tarihsel kanıtlarını ortaya koyan bir alana dönüşmesi ise 1960'lı yıllarda olmuştur. Özellikle 1970 ve 1980'li yıllarda ulusal ve mesleki eğitim programlarının kültürel mirasını belirlemek ve korumak için sözlü tarih çalışmaları yaygınlaşmıştır (Counce, 2001). Bu sebeple WoS'ta listelenen ilk yayının 1980 yılına ait olması ve 1980'li yıllardan günümüzde artan bir gelişim seyri izlemesi olağan bir durum olarak değerlendirilebilir.

Sözlü tarih yöntemiyle yürütülen eğitim araştırmalarının üçte ikiden fazlasının makale türünde olduğu, en çok atıf alan makalenin Bernal'ın (1998) "Using a Chicana feminist epistemology in educational research" isimli çalışması olduğu tespit edilmiştir. En çok atıf alan ikinci çalışma ise Diem vd., (2014) tarafından gerçekleştirilmiştir. Bu çalışmada eleştirel politika akademisyenleri olarak tanımlanan 19 katılımcıyla derinlemesine sözlü tarih görüşmeleri yapılmıştır. Bir diğer yoğun atıf alan çalışmayı yapan Reyes ve Curry Rodríguez, (2012) ise eğitimde eşitlik ve mükemmellik konusunda sözlü tarih çalışması gerçekleştirmiştir. Sözlü tarih toplumsal olarak ezilen, dışlanan kişi ve grupların kendi adlarına konuşmalarını cesaretlendirmenin yanında diğer alanlarda ve konularda da tercih edilmelidir (Yıkılmış, 2016). Sözlü tarih ilk ortaya çıktığında tarihsel bir araştırma yöntemi olarak değerlendirilse de disiplinler arası işbirliğini artıran yapısı nedeniyle sosyoloji, psikoloji, etnoloji, antropoloji,

sosyal psikoloji, folklor gibi birçok sosyal bilim disiplini tarafından öğretim yöntemi olarak kullanılmaktadır (Counce, 2001; Metin, 2002).

Bu yöntemin birçok disiplin tarafından kullanıldığını yöntemi kullanan isimlerin çalışma alanları da ortaya koymaktadır. Nitekim sözlü tarih yöntemi denildiğinde akla ilk gelen isimlerden biri olan Paul Thompson sosyoloji alanında, Luisa Passerini psikoloji alanında, Dominique Willems dil bilim alanında, Elizabeth Tomkin, Jan Vansina ve Dennis Tedlock ise etnoloji ve halk bilim alanlarında çalışmaktadır (Portelli, 1991). Yapılan bu çalışmada ortak yazarlar ve atıfları incelenmiş ve en çok ortak atıf alan yazarlar sırasıyla Paul Thompson, Paulo Freire, Verena Alberti, Michel Foucault ve Alessandro Portelli olarak belirlenmiştir. Yayımlanan çalışmalar kurum atıf analizi sonuçları incelendiğinde en çok yayının yapıldığı üniversitenin Brezilya'da bulunan Federal University of Rio Grande do Sul üniversitesi olduğu belirlenmiştir. İngilterede bulunan Cambridge Üniversitesi, Kanada'da bulunan Ottawa Üniversitesi ve British Columbia Üniversitesi ve İrlanda'da bulunan College Dublin Üniversitesi en çok yayının yapıldığı diğer kurumlardır. En çok atıf alan kurumlar ise Amerika Birleşik Devletleri'nde bulunan Calif Davis Üniversitesi, Missouri Üniversitesi, Virginia Commonwealth Üniversitesi, Virginia Üniversitesi ve University Council for Educational Administration [UCEA] olarak belirlenmiştir. En çok yayın yapılan kurumların ülkelere göre dağılımlarının değişkenlik gösterdiği sonucuna varılmıştır. Buna rağmen en çok atıf alan ilk beş kurumun tamamı Amerika Birleşik Devletleri'nde bulunan çeşitli üniversitelere aittir. Sözlü tarih, dünyanın birçok ülkesinde bir yöntem olarak kullanılmaktadır. Ancak hangi ülkede hangi konular üzerinde yoğunlaştığı farklılık göstermektedir. Örneğin Batı ülkelerinde genellikle sözlü tarih, resmi tarihin iç yüzünü göstermek ve ön planda olmayan grupların sesini duyurmak amaçlı kullanılmaktadır (Küpüç, 2014). Yayımlanan çalışmalara yapılan atıflar açısından en çok makalenin bulunduğu ülkeler sırasıyla Amerika Birleşik Devletleri, Brezilya, Kanada, İngiltere, Avustralya ve Türkiye olarak belirlenmiştir. En çok atıf alan ülkeler ise Amerika Birleşik Devletleri, İngiltere, Avustralya, Kanada ve Hollanda şeklinde sıralanmıştır.

En sık tekrar eden kelimeler açısından sözlü tarih çalışmaları incelendiğinde öne çıkan kelimelerin sözlü tarih, tarih, hafıza, eğitim, öğretmen eğitimi, cinsiyet, tarih eğitimi, öğretmenler, öğretim ve kadınlar şeklinde sıralandığı belirlenmiştir. En sık tekrar eden kelimeler incelendiğinde ilk dikkati çeken kelime memory yani hafızadır. Ritchie'ye (2003) göre sözlü tarih, insanların kişisel deneyimlerine ve hatıralarına odaklandığı için temelde hafızanın kullanılarak malzemeye dönüştürülmesi işi olarak kabul edilmektedir. Dere ve Dinç'e (2020) göre de sözlü tarih hafıza çalışmalarıyla yakından ilişkilidir. En çok dikkati çeken diğer iki kelime gender (cinsiyet) ve women (kadınlar) şeklindedir. Sözlü tarihin gelişim seyri incelendiğinde özellikle 1960'lara kadar tarih yazımı şeklinde değerlendirildiği görülmüştür. 1960'ların sonların itibaren tarih yazımında dışarıda bırakılan grupların, kadınların ve toplumun marjinal kesimlerinin eklenmesiyle sözlü tarihin kapsamı genişlemiş, bu kişi ve grupları temele alan çalışmaların sayısı artmıştır (Danacıoğlu, 2001). Nitekim en çok atıf alan ilk 10 yayın incelendiğinde Bernal'ın (1998) çalışmasının eğitim araştırmalarında Çin feminist epistemolojisinin kullanımı üzerine olduğu görülmüştür.

Öneriler


Araştırma verileri WoS veri tabanı kullanılarak elde edilmiştir. Bundan sonra yapılacak olan diğer çalışmalara Scopus, EBSCO gibi veri tabanları da dâhil edilebilir. Sözlü tarih birçok disiplin tarafından kullanılan bir yöntemdir. Bu çalışmada veri seti daraltılarak sözlü tarih yönteminin kullandığı eğitim araştırmaları incelenmiştir. Veri seti genişletilerek sözlü tarih yönteminin kullanıldığı diğer disiplinler de incelenebilir. Bu durum eğitim dışındaki alanlarda sözlü tarihin özellikle hangi konularda yoğun olarak çalışıldığı gösterebilir. Araştırma sonucuna göre sözlü tarih yöntemi ile ilgili atıf alan 32 ülke bulunmaktadır ve bu ülkelerden 26'sı arasında ilişki bulunmaktadır. Farklı ülkelerde çalışma yapan araştırmacılar arasında daha fazla iş birliği gerçekleştirilebilir. Yapılan analiz sonucuna göre Türkiye'de sözlü tarih yönteminin kullanıldığı WoS veri tabanında listelenen 9 çalışma bulunmaktadır. Çalışmaların ülkelere dağılımı incelendiğinde çalışma sayısının az olduğu görülmektedir. Bu sebeple ülkemizde sözlü tarih yöntemi ile ilgili yapılan çalışmaların sayısı ve niteliği artırılabilir.




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Observation of Social Studies Teacher Candidates' Lifelong Learning Tendencies

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Abstract

The aim of this study is to examine the lifelong learning levels of social studies teacher candidates. Descriptive survey model, one of the quantitative research methods, was used in the study. The study group of the research consists of 226 social studies teacher candidates studying at Afyon Kocatepe University Faculty of Education in the 2020-2021 academic year. While determining the study group, the convenient sampling method, which is one of the non-random sampling methods, was used. In the research, "Lifelong Learning Scale" was used as a data collection tool. The obtained data were analyzed with the statistical package program. In the data analysis process, descriptive statistics t-test and one-way analysis of variance (ANOVA) were used. As a result of the study, it was determined that the lifelong learning levels of teacher candidates are high. It was observed that the lifelong learning levels of social studies teacher candidates did not differ significantly in terms of gender, grade level and tendency to graduate education. It has been revealed that the lifelong learning levels of social studies teacher candidates differ significantly according to the school achievement score variable. In line with the results obtained from the research, some suggestions were made such as the lifelong learning levels of students at different educational levels and branches can be measured and educational policies can be developed in line with the results obtained.

Keywords: Lifelong learning, social studies, prospective teacher.

Introduction

Changes in daily life, developments in information and technology require the individual to keep up with these changes and developments. In this adaptation process, the individual develops himself by gaining new skills, and these acquired skills accelerate the adaptation process (Karaman & Aydoğmuş 2018). In aera where information is constantly developing, changing and renewing, individuals living in the information society need to constantly update their existing knowledge and have new knowledge and competencies (Aybala & Değirmenci Gündoğmuş, 2016; Güneş, 2016). That is why learning has ceased to be an activity done only at school, but has become a lifelong process (Altın, 2018). At this point, in order to be a developed and advanced society, there must be individuals who fulfill the needs of the era in that society. Therefore, keeping up with the times by acquiring new knowledge and skills necessitates them to be lifelong learners (Celep, 2003). This situation brought forward the concept of "lifelong learning". Lifelong learning is defined as learning activities in which an individual participates in order to improve his/her competence in many areas such as interest, desire, ability, knowledge and skill. The Ministry of National Education [MoNE] in Türkiye has stated that the main purpose of lifelong learning is to enable individuals to adapt to the information society, and at the same time to provide an opportunity for them to actively participate in all stages of social and economic life in order to control their lives more efficiently (MoNE, 2009). The most general purpose of lifelong learning is to create active and participatory individuals who have made learning a philosophy of life regardless of their age, gender or status (Aksoy, 2008; Güler, 2004). In fact, it is aimed to raise "people who know how to learn" with the activities of learning all the knowledge, skills, qualities and competencies acquired and developed throughout life. In this era, which is accepted as the information age, it can be stated that societies need individuals with lifelong learning competencies (Şahin et al., 2010).

Lifelong learning is a process that develops the abilities and skills of individuals throughout their lives. In this respect, lifelong learning increases not only socialization, personal development and active citizenship, but also competitiveness, keeping up with technology and an efficient and quality workforce. However, not every individual can be expected to reach the level of self-actualization. There are many difficulties encountered during this period and many factors that negatively affect this process. The learning environment in the education and training process, the learning style that can change from person to person, the age of the individual, the negative attitude and motivation towards learning, the cultural structure of the society in which he lives and the teacher he can see as a role model can be listed as some of the factors affecting lifelong learning (Günüç et al., 2012). When viewed as a role model, the teacher variable depends on the responsibilities of helping learners to set goals and evaluate their learning processes, to help students reach the information they need to acquire and how to use this information, to teach how to learn information rather than to teach information, and to be a source of motivation for learning throughout their lives.

Considering the place and importance of the teacher in the education system, there is no doubt that he will be also effective in helping students acquire lifelong learning skills. Therefore, it is very important to create awareness of lifelong learning in teacher candidates before starting the teaching profession. (Kuzu et al., 2015). Schuman et al. (2005) listed lifelong learning skills as using information and communication technologies, critical thinking, questioning, researching, collecting and using information, understanding what is valuable and what needs to be learned, and stated that these skills should also be in the teacher. They emphasized the importance of teachers in lifelong learning. For this reason, it is thought that teachers cannot transfer the skills they do not have to their students (Keleş, 2019), and in order to raise lifelong learners, teachers themselves should be trained as lifelong learners and follow changes and developments (Gedik, 2019). In this context, in order to be prepared for the consequences arising from the change process in the globalizing information society and to prepare individuals for the future as lifelong learners who can cope with change, first of all, prospective teachers who will be future teachers must be lifelong learners (Korkmaz, 2019; Oran 2020). It is of great importance to determine the lifelong learning levels of teacher candidates and to develop their lifelong learning levels through activities carried out through implicit or lesson programs. In line with these requirements, it is thought that it is important to determine the lifelong learning tendencies of social studies teacher candidates and to carry out studies on this.

In this study, lifelong learning levels of social studies teacher candidates were examined in terms of some variables. In this context, answers to the following questions were sought:

1. What is the level of lifelong learning tendencies of teacher candidates?
2. Do pre-service teachers' lifelong learning tendencies differ according to the gender variable?
3. Do prospective teachers' lifelong learning tendencies differ according to the grade level variable?

4. Do prospective teachers' lifelong learning tendencies differ according to the variable of school success grade?

5. Do pre-service teachers' lifelong learning tendencies differ according to the variable of doing postgraduate education?

Method

In this study, which examined the lifelong learning levels of pre-service social studies teachers, descriptive survey model, which is one of the quantitative research methods, was used. Survey research is based on the opinions of the participants about a subject or event, or their interests, skills, abilities, attitudes, etc. These are studies that aim to determine the characteristics of the situation and make a description by taking a picture of the existing situation (Büyüköztürk et al., 2016; Cohen et al., 2000; Karasar, 2016).

Study Group

The study group of the research consists of 226 social studies teacher candidates studying at Afyon Kocatepe University Faculty of Education in the 2020-2021 academic year. While determining the study group, the convenient sampling method, which is one of the non-random sampling methods, was used. Economy is essential in convenient sampling method. This type of sampling allows the researcher to take samples from his familiar environment (Balcı, 2001).

The results of the descriptive analyzes regarding the variables of gender, grade level, mother and father education status, school success score and tendency to graduate education of social studies teacher candidates in the study group of the research are presented in the tables below.

Table 1.

Frequency and Percentage Values Regarding Gender of Social Studies Teacher Candidates

Groups	<i>f</i>	%
Female	141	62.4
Male	85	37.6
Total	226	100

According to Table 1, 141 (62.4%) of the social studies teacher candidates participating in the study were female and 85 (37.6%) were male.

Table 2.

Frequency and Percentage Values of Social Studies Teacher Candidates Regarding Grade Level

Groups	<i>f</i>	%
1. Grade	65	28.8
2. Grade	40	17.7
3. Grade	65	28.8
4. Grade	56	24.8
Total	226	100

According to Table 2, 65 (28.8%) of the social studies teacher candidates participating in the study were in the first grade, 40 (17.7%) were in the second grade, 65 (28.8%) were in the third grade, and 56 (24.8%) were in the fourth grade.

Table 3.

Frequency and Percentage Values of Social Studies Teacher Candidates Regarding School Achievement Scores

Groups	<i>f</i>	%
2.00 and below	35	15.5
2.01 – 3.00	138	61.1
3.01 and above	53	23.5
Total	226	100

According to Table 3, the frequencies and percentages related to the school success scores of the social studies teacher candidates participating in the study were calculated. 35 (15.5%) pre-service teachers have a grade point average of 2.00 and below, 138 (61.1%) pre-service teachers have a grade point average between 2.01 and 3.00, 53 (23.5%) pre-service teachers have a grade point average of 3.01 and above.

Table 4.

Frequency and Percentage Values of Social Studies Teacher Candidates' Tendency to do Postgraduate Education

Groups	<i>f</i>	%
Yes	126	55.8
No	100	44.3
Total	226	100

According to Table 4, when the frequencies of the tendencies of the social studies teacher candidates participating in the research to do postgraduate education are examined, 126 (55.8%) pre-service teachers, that is, more than half of the pre-service teachers, want to do postgraduate education. 100 (44.3%) pre-service teachers do not want to do postgraduate education.

Data Collection Tool

The Lifelong Learning Scale was developed by Wielkiewicz and Meuwissen (2014). It was adapted into Turkish by Engin et al. (2017). As a result of the analyzes applied to the scale, the scale took its final form with a single sub-dimension and 15 items. The Cronbach Alpha reliability coefficient of the Turkish scale is .93. The reliability coefficient of the Social Studies Teacher Candidates' Lifelong Learning Scale, cronbach alpha, was calculated as .81. It is possible to say that this scale applied to teacher candidates is reliable.

Data Collection and Analysis

Data collection tools were determined by scanning the literature in accordance with the purpose of the research. The data were collected on a voluntary basis from the pre-service teachers to whom the application would be made, with the data collection tools that were decided. The data were collected in the 2020-2021 academic year.

The data obtained from the social studies teacher candidates in the study group were entered into the statistics program. Before proceeding to the analysis process, the Cronbach Alpha values of the data obtained from the scales applied in the research were examined and it was determined that the measurement was reliable from the values obtained. Demographic variables in the personal information form are grouped. Frequency and percentage values for

demographic characteristics were calculated. Arithmetic mean, mode, median, standard deviation, minimum and maximum values, which are the descriptive statistics of the data obtained through the scales, were revealed. Normality assumptions made in order to reveal the structural features of the obtained data group were tested. The findings of the normality analysis are given in Table 5.

Table 5.

The Kurtosis and Skewness Values of the Lifelong Learning Scale

	Skewness	Kurtosis
Life long learning scale	-.819	1.628

According to Table 5, the skewness and kurtosis values of the lifelong learning scale were found to be between -7.000 and +7.000 (Hair et al., 2010; Pizarro et al., 2002). Accordingly, it was concluded that the study showed a normal distribution and that the analyzes to be made would be done with parametric tests.

The scores of the scale are evaluated between 1 and 5. In order to calculate the distribution range, the formula $\text{Distribution range} = \text{Maximum value} - \text{Least value} / \text{Number of degrees}$ was used. The scores of Social Studies teacher candidates from the Epistemological Beliefs and Lifelong Learning Scales are as follows: 1.00-1.80 lowest, 1.81-2.61 low, 2.62-3.41 medium, 3.42-4.21 high, 4.22-5.00 highest level (Sümbüloğlu, 1993).

The significance level was accepted as .05 in order to determine the level of differentiation in the difference analyzes performed. Independent groups t-test was used to examine the significant differentiation of Social Studies Teacher Candidates' scores from the Lifelong Learning Scale according to gender and postgraduate education, and one-way analysis of variance (One Way ANOVA) to determine the significant difference according to grade level and school achievement score. Levene homogeneity test was used to determine from which groups the significant differentiation emerged as a result of one-way analysis of variance, and it was determined by the LSD test from post-hoc analysis.

Ethical Permits of Research:

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

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Afyon Kocatepe University

Date of ethical review decision= 20. 11. 2020

Ethics assessment document issue number= 2020/227

Findings

Descriptive statistics to determine the level of lifelong learning tendencies of prospective teachers are given in Table 6.

Table 6.

Social Studies Teacher Candidates' Scores on Lifelong Learning Scale

	<i>n</i>	<i>M</i>	<i>SD</i>	Min. Value	Max. Value	Level
Life long learning scale	226	3.795	.608	1.33	5.00	High

When Table 6 is examined, the lifelong learning levels of social studies teacher candidates were calculated. In line with these findings, it was calculated that the lifelong learning level average score ($M=3.795$) of the social studies teacher candidates participating in the research was at a “high” level. The findings obtained from the independent groups t-test analysis conducted to examine the differentiation status of teacher candidates' lifelong learning level scores according to the gender variable are given in Table 7.

Table 7.

Teacher Candidates' Lifelong Learning Levels by Gender Variable

	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Life long learning scale	Female	141	3.791	.618	-.136	.982
	Male	85	3.802	.594		

In Table 7, a t-test analysis was conducted for the lifelong learning levels of prospective teachers. As a result of the analysis, no significant difference was found in the tendency of lifelong learning by gender [$t_{(224)}=-.136$; $p>.05$]. The findings obtained from the One Way ANOVA analysis, which was conducted to examine the differentiation status of the lifelong learning level scores of teacher candidates according to the grade level variable, are given in Table 8.

Table 8.

Results of One-Way Anova Analysis of Pre-Service Teachers' Lifelong Learning Levels according to Grade Level Variable

	Source of variance	Sum of squares	<i>df</i>	Mean of squares	<i>F</i>	<i>p</i>
Life long learning scale	Inter-groups	2.357	3	.786	2.160	.094
	In-group	80.749	222	.364		
	Total	83.106	225			

When Table 8 is examined, it is seen that there was no significant difference between the arithmetic mean of the groups as a result of the one-way analysis of variance (ANOVA) conducted to examine the differentiation of social studies teacher candidates' lifelong learning levels according to the grade level variable [$F_{(3-222)}=2.160$; $p>.05$]. The findings obtained from the One Way ANOVA analysis, which was conducted to examine the differentiation of prospective teachers' lifelong learning level scores according to the school achievement score variable, are given in Table 9.

Table 9.

Results of One Way ANOVA Analysis of Pre-Service Teachers' Lifelong Learning Level Scores according to the Variable of School Achievement Score

	Source of Variance	Sum of Squares	df	Mean of Squares	F	p	Source of difference
Life long learning scale	Inter-groups	2,682	2	1.341	3.718	.026	B>A
	In-group	80,424	223	.361			
	Total	83,106	225				

A: 2.00 and below, B: 2.01-3.00, C: 3.01 and above

When Table 9 is examined, it has been found that there was a significant difference between the arithmetic mean of the groups as a result of the one-way analysis of variance (ANOVA) conducted to examine the differentiation of social studies teacher candidates' lifelong learning levels according to the variable of school achievement scores. LSD multiple comparison analysis, which is one of the complementary analyzes, was performed to determine which groups caused the significant difference among the groups. As a result of the LSD multiple comparison analysis, there was a significant difference between the prospective teachers with a school average of 2.00 and below ($M=3.570$) and the prospective teachers with a school average of 2.01-3.00 ($M=3.871$), in favor of the teacher candidates with a school average of 2.01-3.00. It was determined that there was a high level of relationship [$F_{(2, 223)}=3.718$; $p<.05$]. The findings obtained from the independent groups t-test analysis conducted to examine the differentiation status of prospective teachers' lifelong learning level scores according to the variable of their tendency to graduate education are given in Table 10.

Table 10.

Results of the t-Test Analysis of Pre-Service Teachers' Lifelong Learning Levels according to the Variable of Tendency to Graduate Education

	Tendency	n	M	SD	t	p
Life long learning scale	Yes	119	3.769	.669	-1.472	.143
	No	96	3.889	.482		

In Table 10, a t-test analysis was conducted for the lifelong learning levels of prospective teachers. As a result of the analysis, there was no significant difference in lifelong learning levels according to the variable of tendency to do graduate education [$t_{(213)}=-1.472$; $p>.05$].

Discussion and Conclusion

As a result of the analysis, the lifelong learning levels of the social studies teacher candidates were calculated, and it was concluded that the lifelong learning level average ($M=3.795$) of the social studies teacher candidates participating in the research was at a "high" level. This result is in parallel with the research conducted by Yazıcı (2020), Doğan and Kavtelek (2015), and Yılmaz and Beşkaya (2018) with education administrators; Altın (2018), Ayaz and Ünal (2016), Özçiftçi and Çakır (2015), Tanatar (2017), Kılıç and Ayvaz-Tuncel (2014), Ayra and Kösterioğlu (2015), Yaman and Yazar (2015), and Dündar (2016) with teachers; Altay-Yorulmaz (2019), Karaduman (2015), Gencil (2013), Oral and Yazar (2015), and Ergün and Cömert-Özata (2016) with university students. In the study conducted by Altay-Yorulmaz (2019) with pre-service Art Teachers, it was seen that pre-service teachers' lifelong learning tendencies and sub-dimensions were at a high level. In the study conducted by Altın

(2018) with teachers, it was seen that teachers' lifelong learning tendencies were at a high level. Likewise, in the study conducted by Tanatar (2017) with teachers, it was concluded that teachers' lifelong learning tendencies are at a high level. The high level of lifelong learning tendencies in various sample groups in the studies conducted may be an indicator of the belief that the participants believe that knowledge should be renewed, and that individuals and teachers should keep up with the developing age and renew themselves. However, in the study conducted by Demir- Başaran and Sesli (2019), Diker Coşkun (2009) and Tunca et al., (2015), it was observed that the lifelong learning tendencies of the participants were low. The high level of lifelong learning tendencies of university students can be interpreted as the fact that they are skilled in obtaining information and access information faster. In addition, considering that lifelong learning skills are integrated into curricula in primary and secondary education, it can be expected that pre-service teachers have high lifelong learning dispositions. The fact that different results were obtained in some studies can be explained by the different demographic characteristics of the participants in the study.

It has been concluded that there is no significant difference in the lifelong learning levels of social studies teacher candidates according to gender. This result is in parallel with the studies conducted by Gedik (2019), Altın (2018), Şahin and Arcagök (2014), and Arslan (2019). In the study conducted by Şahin and Arcagök (2014) with teachers, it was concluded that there was no significant difference between the lifelong learning proficiency levels of teachers and their genders. Likewise, in the study conducted by Altın (2018) teachers, it was seen that there was no significant relationship between gender and lifelong learning. Finally, in the study conducted by Karahan (2017) with teacher candidates, it was concluded that lifelong learning tendencies did not differ significantly according to the gender variable. As a result of the research, it can be said that the reason why there is no significant difference according to gender, is the fact that both women and men are interested in lifelong learning, that is, self-development, as well as the equal participation of women and men in business life. However, it can be considered as a normal situation in terms of the fact that all individuals have a positive attitude towards lifelong learning, as it is a requirement of being an individual in today's conditions.

As a result of the analyzes made to examine the differentiation status of social studies teacher candidates' lifelong learning levels according to the class level variable, it was seen that there was no significant differentiation in terms of class level. This result is in parallel with the studies conducted by Asiloğulları (2020), Oran (2020), Bahadır (2019), Tathısu (2016), Altay-Yorulmaz, (2019), Selçuk (2016). As a result of the study conducted by Asiloğulları (2020) with high school students, it was concluded that there was no significant difference between the grade level variable and lifelong learning tendencies. In his study, Oran (2020) concluded that there is no significant difference in the lifelong learning tendencies of social studies teacher candidates according to their grade levels. In the study conducted by Bahadır (2019) with university students, it was seen that there was no significant difference between the grade level variable and the lifelong learning tendency. In the study conducted by Tathısu (2016) with prospective teachers, it was concluded that there was no significant difference between lifelong learning according to the grade level variable. This result reveals that the undergraduate programs do not include outcomes aimed at gaining lifelong learning skills or that these

outcomes cannot be given effectively. In order to eliminate this situation, it can be said that lifelong learning should be given as a course in faculties of education or integrated into curricula.

As a result of the analysis conducted to examine the differentiation of social studies teacher candidates' lifelong learning levels according to the variable of school achievement score, a significant difference was found in terms of school success score. This result is in parallel with the studies conducted by Bahadır (2019) and Dündar (2016). In the study conducted by Bahadır (2019) with university students, it was concluded that the academic achievement variable showed a significant difference on the lifelong learning tendencies of university students. In the study conducted by Dündar (2016), it was concluded that school achievement grade point average had a significant effect on lifelong learning tendencies. In addition, in the studies conducted by Erdoğan (2020) and Bulaç (2019), it was concluded that academic achievement does not have a significant effect on lifelong learning tendencies. In the study conducted by Erdoğan (2020), it was determined that there was no significant difference between the lifelong learning tendencies of Turkish teacher candidates and their academic achievements. In the study conducted by Bulaç, (2019), no significant difference was found between the lifelong learning tendencies of teacher candidates according to the variable of school success grade point average. The low lifelong learning tendency of students with a high school average may be due to the fact that they focus themselves on academic success or see learning outside of school as a waste of time. On the other hand, students with a low school average may develop negative attitudes due to this failure situation, which may be seen as the reason for their low lifelong learning tendency.

As a result of the analysis conducted to examine the differentiation of social studies teacher candidates' lifelong learning levels according to the variable of their tendency to graduate education, no significant difference was found in the lifelong learning tendency. This result is in parallel with the study conducted by Güney and Işık (2016). In the study conducted by Güney and Işık (2016) with basic education teachers, it was concluded that teachers' views on lifelong learning did not show a significant difference according to the variable of their desire to pursue a master's degree. This result reveals that people today need to improve themselves in whatever field and at whatever level of education. It can also be stated that pre-service teachers do not limit the idea of lifelong learning to graduate education but perceive it more comprehensively. In addition, in the studies conducted by Bulaç, (2019), Erdoğan (2020), Dündar (2016), and Diker-Coşkun (2009), it was concluded that the scores of lifelong learning tendencies differ according to the desires for graduate education. In the study conducted by Bulaç, (2019), it was determined that there is a difference in favor of teacher candidates who want to do postgraduate studies between pre-service teachers who want to do postgraduate studies and those who do not want to do postgraduate studies. In the study conducted by Erdoğan (2020), when the lifelong learning tendency scores of Turkish teacher candidates are examined, it has been concluded that Turkish teacher candidates who want to do postgraduate education have higher lifelong learning tendencies than pre-service teachers who do not want to do postgraduate education. In the study conducted by Dündar (2016), significant differences were observed in terms of the variable of willingness to pursue graduate education. Finally, in the study conducted by Eker and Altın (2018) with high school teachers,

it was determined that there is a significant difference in favor of teachers who want to do graduate education in terms of the variable of willingness to do graduate education. It can be said that these results are due to the fact that the participants think that postgraduate education is a job that is outside of compulsory education and is to be done in order to train and develop themselves. For this reason, it can be said that the lifelong learning scores of those who want to receive graduate education are high.

Recommendations

In line with the results obtained in the research, the following recommendations were developed:

Lifelong learning levels of students in all education levels and branches can be measured and education policies can be developed in this direction.

The results obtained from the research can be examined in depth with qualitative studies.

Studies can be carried out to determine the lifelong learning levels of teachers.

By carrying out activities that will positively affect the lifelong learning of students in the lessons, it can be ensured that students become lifelong learners from an early age.

Studies can be conducted in different branches and provinces where lifelong learning levels are measured, and the results of these studies can be compared.

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BIOGRAPHICAL NOTES

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Conflict Statement

There is no conflict of interest in the research.



Sosyal Bilgiler Öğretmen Adaylarının Yaşam Boyu Öğrenme Eğilimlerinin İncelenmesi

Özet

Bu araştırmanın amacı, sosyal bilgiler öğretmen adaylarının yaşam boyu öğrenme düzeyleri incelemektir. Araştırmada nicel araştırma yöntemlerinden betimsel tarama modeli kullanılmıştır. Araştırmanın çalışma grubunu 2020-2021 eğitim öğretim yılında Afyon Kocatepe Üniversitesi Eğitim Fakültesinde öğrenim görmekte olan 226 sosyal bilgiler öğretmen adayı oluşturmaktadır. Çalışma grubu belirlenirken seçkisiz olmayan örnekleme yöntemlerinden olan uygun örnekleme yönteminden yararlanılmıştır. Araştırmada, veri toplama aracı olarak “Yaşam Boyu Öğrenme Ölçeği” kullanılmıştır. Elde edilen veriler istatistik paket programı ile analiz edilmiştir. Veri analizi sürecinde betimsel istatistiklerden bağımsız gruplar için t-testi ve tek yönlü varyans analizi (ANOVA) kullanılmıştır. Çalışma sonucunda, öğretmen adaylarının yaşam boyu öğrenme düzeylerinin yüksek olduğu belirlenmiştir. Sosyal bilgiler öğretmen adaylarının yaşam boyu öğrenme düzeyleri cinsiyet, sınıf düzeyi ve lisans üstü eğitim yapma eğilimi değişkenleri açısından anlamlı farklılık göstermediği görülmüştür. Sosyal bilgiler öğretmen adaylarının yaşam boyu öğrenme düzeylerinin okul başarı puanı değişkenine göre anlamlı düzeyde farklılık gösterdiği ortaya çıkmıştır. Araştırmadan elde edilen sonuçlar doğrultusunda farklı eğitim kademelerindeki ve branşlardaki öğrencilerin yaşam boyu öğrenme düzeylerinin ölçülebileceği ve elde edilen sonuçlar doğrultusunda eğitim politikaları geliştirilebileceği gibi bazı önerilerde bulunulmuştur

Anahtar Kelimeler: Yaşam boyu öğrenme, sosyal bilgiler, öğretmen adayı.

Giriş

Günlük hayatta yaşanan değişimler, bilgi ve teknolojiye gelişmeler bireyin yaşadığı bu değişim ve gelişmelere ayak uydurmasını zorunlu kılmaktadır. Bu uyum sağlama sürecinde birey yeni beceriler kazanarak kendini geliştirmekte, bu kazanılan beceriler ise uyum sürecini hızlandırmaktadır (Karaman & Aydoğmuş, 2018). Bilginin sürekli geliştiği, değiştiği ve yenilendiği bir dönemde, bilgi toplumunda yaşayan bireyler mevcut bilgilerinin sürekli güncelleme, yeni bilgi ve yeterliklere sahip olma gereksinimi duymaktadır (Aybala & Değirmenci Gündoğmuş, 2016; Güneş, 2016). İşte bu yüzden öğrenme sadece okulda yapılan bir aktivite olmaktan çıkmış, ömür boyu devam eden bir süreç haline gelmiştir (Altın, 2018). Dolayısıyla bireylerin yeni bilgi ve beceriler edinerek çağa ayak uydurması, onların yaşam boyu öğrenen bireyler olmasını zorunlu kılmaktadır (Celep, 2003). Bu durum ise “yaşam boyu öğrenme” kavramını öne çıkarmıştır.

Schuman vd. (2005), yaşam boyu öğrenme becerilerini; bilgi ve iletişim teknolojilerini kullanabilme, eleştirel düşünebilme, sorgulayabilme, bilgiyi araştırmak, toplamak ve kullanmak, neyin değerli olduğunu ve neyin öğrenilmesi gerektiğini anlamak olarak sıralamışlar ve bu becerilerin öğretilmesinde de olması gerektiğini vurgulayarak yaşam boyu öğrenmede öğretmenin önemine değinmişlerdir. Bu nedenle, öğretmenlerin kendilerinin sahip olmadığı becerileri öğrencilerine aktaramayacağı düşünülmekte (Keleş, 2019), yaşam

boyu öğrenen bireylerin yetişmesi için öğretmenlerin kendilerinin de yaşam boyu öğrenen bireyler olarak yetişmeleri, değişim ve gelişmeleri takip etmeleri gerekmektedir (Gedik, 2019). Bu bağlamda küreselleşen bilgi toplumunda değişim sürecinden kaynaklı sonuçlara karşı hazırlıklı olmak ve bireyleri değişimle baş edebilecek biçimde yaşam boyu öğrenenler olarak geleceğe hazırlamak için öncelikle geleceğin öğretmenleri olacak öğretmen adaylarının yaşam boyu öğrenenler olması gerekmektedir (Korkmaz, 2019; Oran 2020). Öğretmen adaylarının yaşam boyu öğrenme düzeylerinin belirlenmesi ve örtük ya da ders programları aracılığıyla yapılan etkinliklerle yaşam boyu öğrenme düzeylerinin geliştirilmesi büyük bir önem taşımaktadır. Bu gereklilikler doğrultusunda sosyal bilgiler öğretmen adaylarının yaşam boyu öğrenme eğilimlerinin belirlenmesi ve buna yönelik çalışmaların yapılmasının önemli olduğu düşünülmektedir.

Bu çalışmada sosyal bilgiler öğretmen adaylarının yaşam boyu öğrenme düzeyleri bazı değişkenler açısından incelenmiştir. Bu kapsamda aşağıdaki sorulara yanıt aranmıştır:

1. Öğretmen adaylarının, yaşam boyu öğrenme eğilimleri ne düzeydedir?
2. Öğretmen adaylarının yaşam boyu öğrenme eğilimleri cinsiyet değişkenine göre farklılaşmakta mıdır?
3. Öğretmen adaylarının yaşam boyu öğrenme eğilimleri sınıf düzeyi değişkenine göre farklılaşmakta mıdır?
4. Öğretmen adaylarının yaşam boyu öğrenme eğilimleri okul başarı notu değişkenine göre farklılaşmakta mıdır?
5. Öğretmen adaylarının yaşam boyu öğrenme eğilimleri lisansüstü eğitim yapma değişkenine göre farklılaşmakta mıdır?

Yöntem

Araştırma sosyal bilgiler öğretmen adaylarının yaşam boyu öğrenme düzeyleri inceleneceğinden dolayı nicel araştırma yöntemlerinden birisi olan betimsel tarama modeline uygun şekilde gerçekleştirilmiştir. Tarama araştırmaları, bir konu ya da olaya ilişkin katılımcıların görüşlerinin ya da ilgi, beceri, yetenek tutum vb. özelliklerini belirlemek ve var olan durumun fotoğrafını çekerek bir betimleme yapmayı amaçlayan çalışmalardır (Büyüköztürk, vd., 2016; Cohen, vd., 2000; Karasar, 2016).

Araştırmanın çalışma grubunu 2020-2021 eğitim öğretim yılında Afyon Kocatepe Üniversitesi Eğitim Fakültesinde öğrenim görmekte olan 226 sosyal bilgiler öğretmen adayı oluşturmaktadır. Çalışma grubu belirlenirken seçkisiz olmayan örnekleme yöntemlerinden olan uygun örnekleme yönteminden yararlanılmıştır. Uygun örnekleme yönteminde ekonomiklik esastır. Bu tür örnekleme araştırmacıya tanıdık çevresinden örnekleme alma imkânı verir (Balcı, 2001).

Yaşam Boyu Öğrenme Ölçeği Wielkiewicz ve Meuwissen (2014) tarafından geliştirilmiştir. Engin, vd. (2017) tarafından Türkçeye uyarlanması yapılmıştır. Ölçeğe uygulanan analizler sonucunda ölçek tek alt boyuttan ve 15 madde olarak son halini almıştır. Türkçe ölçeğin Cronbach Alpha güvenirlik katsayısı .93 dür. Sosyal Bilgiler Öğretmen

Adaylarının Yaşam Boyu Öğrenme Ölçeğinde güvenilirlik katsayısı olan cronbach alpha .81 olarak hesaplanmıştır.

Analiz süreci başlamadan araştırmada uygulanan ölçeklerden elde edilen verilerin Cronbach Alpha değerleri incelenmiş, ölçümün güvenilir olduğu belirlenmiştir. Kişisel bilgiler formunda yer alan demografik değişkenler gruplandırılmıştır. Demografik özelliklere ilişkin frekans ve yüzde değerleri hesaplanmıştır. Ölçekler yoluyla elde edilmiş olan verilerin betimleyici istatistikleri olan aritmetik ortalama, mod, medyan, standart sapma, minimum ve maksimum değerleri ortaya konmuştur. Elde edilen veri grubunun yapısal özelliklerini ortaya çıkarmak amacıyla yapılan normallik varsayımları test edilmiştir.

Araştırmanın Etik İzinleri:

Bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Etik değerlendirmeyi yapan kurulun adı = Afyon Kocatepe Üniversitesi

Etik Kurul Etik inceleme karar tarihi= 20.11.2020

Etik değerlendirme belgesi konu numarası= 2020/227

Bulgular

Sosyal bilgiler öğretmen adaylarının yaşam boyu öğrenme düzeyleri hesaplanmıştır. Bu bulgular doğrultusunda araştırmaya katılan sosyal bilgiler öğretmen adaylarının yaşam boyu öğrenme düzeyi puan ortalamasının ($M=3.795$) "yüksek" düzeyde olduğu hesaplanmıştır. Öğretmen adaylarının yaşam boyu öğrenme düzeylerine yönelik t-testi analizi yapılmıştır. Analiz sonucunda cinsiyete göre yaşam boyu öğrenme eğiliminde anlamlı bir farklılık bulunmamıştır [$t_{(224)}=-.136$; $p>.05$]. Sosyal bilgiler öğretmen adaylarının yaşam boyu öğrenme düzeylerinin sınıf düzeyi değişkenine göre farklılaşma durumunu incelemek için yapılan tek yönlü varyans analizi (ANOVA) sonucunda grupların aritmetik ortalaması arasında anlamlı düzeyde bir farklılaşma olmadığı görülmüştür [$F_{(3-222)}=2.160$; $p>.05$].

Sosyal bilgiler öğretmen adaylarının yaşam boyu öğrenme düzeylerinin okul başarı puanları değişkenine göre farklılaşma durumunu incelemek için yapılan tek yönlü varyans analizi (ANOVA) sonucunda grupların aritmetik ortalaması arasında anlamlı düzeyde bir farklılık olduğu bulunmuştur. Gruplar arasında ortaya çıkan anlamlı farklılığın hangi gruplardan kaynaklandığını belirlemek için tamamlayıcı analizlerden LSD çoklu karşılaştırma analizi yapılmıştır. Yapılan LSD çoklu karşılaştırma analizi sonucunda 2.00 ve altında okul ortalaması bulunan öğretmen adayları ($M=3.570$) ile 2.01-3.00 arasında okul puan ortalaması bulunan öğretmen adayları ($M=3.871$) arasında, 2.01-3.00 arasında okul puan ortalaması bulunan öğretmen adayları lehine anlamlı düzeyde bir ilişki olduğu tespit edilmiştir [$F_{(2-223)}=3.718$; $p<.05$]. Öğretmen adaylarının yaşam boyu öğrenme düzeylerine yönelik t-testi analizi yapılmıştır. Analiz sonucunda lisansüstü eğitim yapma eğilimi değişkenine göre yaşam boyu öğrenme düzeylerinde anlamlı bir farklılık bulunmamıştır [$t_{(213)}=-1.472$; $p>.05$].

Tartışma ve Sonuç

Yapılan analizler sonucunda sosyal bilgiler öğretmen adaylarının yaşam boyu öğrenme düzeyleri hesaplanmış, elde edilen bulgular doğrultusunda araştırmaya katılan sosyal bilgiler öğretmen adaylarının yaşam boyu öğrenme düzeyi puan ortalamasının “yüksek” düzeyde olduğu sonucuna ulaşılmıştır. Elde edilen bu sonuç; Yazıcı (2020), Doğan ve Kavtelek (2015) ile Yılmaz ve Beşkaya (2018) tarafından eğitim yöneticileriyle, Altın (2018), Ayaz ve Ünal (2016), Özçiftçi ve Çakır (2015), Tanatar (2017), Kılıç ve Ayvaz-Tuncel (2014), Ayra ve Kösterioğlu (2015), Yaman ve Yazar (2015) ve Dünder (2016) tarafından öğretmenlerle, Altay-Yorulmaz (2019), Karaduman (2015), Gencil (2013), Oral ve Yazar (2015) ve Ergün ve Cömert-Özata (2016) tarafından üniversite öğrencileriyle yapılan araştırmalarla paralellik göstermektedir. Ancak Demir-Başaran ve Sesli (2019), Diker Coşkun (2009) ve Tunca vd. (2015) tarafından yapılan çalışmalarda ise, katılımcıların yaşam boyu öğrenme eğilimlerinin düşük düzeyde olduğu görülmüştür. Üniversite öğrencilerinin yaşam boyu öğrenme eğilimlerinin yüksek düzeyde olması, onların bilgi edinme konusunda becerili oldukları ve bilgiye daha hızlı ulaştıkları şeklinde yorumlanabilir. Ayrıca yaşam boyu öğrenme becerilerinin ilk ve ortaöğretimde öğretim programlarıyla bütünleştirildiği düşünüldüğünde öğretmen adaylarının yaşam boyu öğrenme eğilimlerinin yüksek olması beklenebilir.

Sosyal bilgiler öğretmen adaylarının cinsiyete göre yaşam boyu öğrenme düzeylerinde anlamlı bir farklılık olmadığı sonucuna ulaşılmıştır. Elde edilen bu sonuç; Gedik (2019), Altın (2018), Şahin ve Arcagök (2014) ve Arslan (2019) tarafından yapılan araştırmalarla paralellik göstermektedir. Araştırma sonucunda cinsiyete göre anlamlı bir farklılık çıkmamasının sebebi olarak, günümüzde kadın ve erkeklerin iş yaşamına eşit katılımının yanında yaşam boyu öğrenmeye yani kendilerini geliştirmeye hem kadınların hem de erkeklerin ilgi duymasının etkili olduğu söylenebilir.

Sosyal bilgiler öğretmen adaylarının yaşam boyu öğrenme düzeylerinin sınıf düzeyi değişkenine göre farklılaşma durumunu incelemek için yapılan analizler sonucunda sınıf düzeyi açısından anlamlı düzeyde bir farklılaşma olmadığı görülmüştür. Elde edilen bu sonuç; Asiloğulları, (2020), Oran (2020), Bahadır (2019), Tathısu (2016), Altay-Yorulmaz, (2019), Selçuk (2016) tarafından yapılan araştırmalarla paralellik göstermektedir. Elde edilen bu sonuç lisans programlarında, yaşam boyu öğrenme becerileri kazandırmaya yönelik kazanımların yer almadığını ya da bu kazanımların etkili bir şekilde verilemediğini ortaya koymaktadır.

Sosyal bilgiler öğretmen adaylarının yaşam boyu öğrenme düzeylerinin okul başarı puanı değişkenine göre farklılaşma durumunu incelemek için yapılan analiz sonucunda okul başarı puanı açısından anlamlı düzeyde bir farklılık tespit edilmiştir. Farklılığın 2.00 ve altında okul ortalaması bulunan öğretmen adayları ile 2.01-3.00 arasında okul puan ortalaması bulunan öğretmen adayları arasında, 2.01-3.00 arasında okul puan ortalaması bulunan öğretmen adayları lehine olduğu tespit edilmiştir. Bu sonuç; Bahadır (2019) ve Dünder (2016) tarafından yapılan çalışmalarla paralellik göstermektedir. Okul ortalaması yüksek olan öğrencilerin yaşam boyu öğrenme eğiliminin düşük olması kendilerini akademik başarıya odakladıkları veya okul dışındaki öğrenmeleri vakit kaybı olarak görmelerinden kaynaklanabilir.

Sosyal bilgiler öğretmen adaylarının yaşam boyu öğrenme düzeylerinin lisansüstü eğitim yapma eğilimi değişkenine göre farklılaşma durumunu incelemek için yapılan analiz sonucunda yaşam boyu öğrenme eğiliminde anlamlı bir farklılık bulunmamıştır. Bu sonuç Güney ve Işık (2016) tarafından yapılan çalışmayla paralellik göstermektedir. Bu sonuç günümüzde insanların hangi alanda, hangi eğitim seviyesinde olursa olsun kendilerini geliştirmeleri gerektiğini ortaya koymaktadır. Ayrıca öğretmen adaylarının yaşam boyu öğrenme düşüncesini lisansüstü eğitimle sınırlandırmayıp daha kapsamlı olarak algıladıkları da ifade edilebilir. Bunun yanında Bulaç, (2019), Erdoğan (2020), Dündar (2016) ve Diker-Coşkun (2009) tarafından yapılan çalışmalarda yaşam boyu öğrenme eğilimleri puanlarının lisansüstü eğitim yapmak isteyenler lehine farklılaştığı sonucuna ulaşılmıştır. Bu sonuçların ise katılımcıların lisansüstü eğitimi zorunlu eğitim dışında kalan, bireylerin kendilerini yetiştirmek ve geliştirmek amacıyla yapılacak bir iş olduğunu düşünmelerinden kaynaklı olduğu söylenebilir.

Öneriler

Araştırmada elde edilen sonuçlar doğrultusunda aşağıdaki öneriler geliştirilmiştir:

Tüm eğitim kademelerinde ve branşlarında öğrencilerin yaşam boyu öğrenme düzeyleri ölçülebilir ve elde edilen sonuçlar doğrultusunda eğitim politikaları geliştirilebilir.

Araştırmadan elde edilen sonuçlar nitel çalışmalarla derinlemesine incelenebilir.

Yaşam boyu öğrenme düzeylerinin ölçüldüğü farklı branşlarda ve farklı illerde araştırmalar yapılabilir ve bu araştırmaların sonuçları karşılaştırılabilir.