

An Alternative Source of Development for Local Governments: Local Literacy

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ARTICLE INFO

Article history

Received: October 27, 2020

Accepted: January 21, 2021

Published: January 31, 2021

Volume: 9 Issue: 1

Conflicts of interest: None

Funding: None

Publication Note: This paper was presented as a research paper in 1. International Congress on Organisational Management (2020), and it has been translated into English and represented to contribute to the literature on local literacy, which has been mentioned in the relevant literature for the first time.

ABSTRACT

Local literacy could be defined as a process of gaining skills for the recognition of local assets, historical sites, places and literary works, which are important for countries in a national and spiritual sense (historical, cultural, touristic, economic, etc.) in the areas where citizens live, being aware of the basic characteristics of the local habitat, and when necessary, reporting the gained knowledge and skills to other people through presentations appropriately prepared (Güven, 2019). This conceptual article discusses opinions and suggestions about the introduction of local literacy skills, which are considered very necessary and profitable for local governments, education and training institutions. It also discusses the contributions provided with the gain of local literacy skills to local governments. The article presents ways in which students can be supported to learn about and adopt the material and spiritual items with a certain value, the individuals and institutions that provide community benefits, sites, natural resources, and the richness around them. Local governments are also provided with some considerations and suggestions about local literacy, which is considered necessary for local governments, and their contributions to local governments as an incentive to invest.

Key words: Local Literacy, Local Government, Literacy Skill

INTRODUCTION

Along with the developing technology, education, training and many innovative and modern forms of literacy have appeared today, as well as the traditional literacy. In today's world, literacy is not only perceived as reading and writing skills, but it is also diversified with different meanings and qualities through innovative perspectives. In the most general sense, literacy is expressed as both to own reading and writing skills and comprehension of what s/he reads and writes. With a clearer definition, it could be claimed to be a tool that will allow individuals to understand, share, interpret knowledge, skills and social norms and pass them to the future generations using a system consisting of symbols in present cultures. As the literacy needs of society increase, the "literacy" concept also develops accordingly (Dedeoğlu & İşler, 2020).

Literacy skills are an indicator of the success of individuals in society, as well as one of the criteria determining the state of development for societies (Aşıcı, 2009; Gee, 1990). Literacy could be presented as an indicator of the success of individuals in societies, as well as being one of the criteria determining the developmental levels of societies. This study introduced the concept of "local literacy" as a new form of literacy, and

local literacy is considered important in helping citizens gain the awareness of citizenship as well as qualifications in the pedagogical education. The concept of literacy takes on important tasks in social life, education and training processes as one of the prerequisites of active citizenship (UNICEF, 1990). The concept of citizenship is also influenced by the time and changing conditions, and the meanings loaded into concepts can also differ. It has also often been related to being loyal to the homeland, obeying laws and rules, fulfilling assigned duties and responsibilities, began to transform and change meaning from duties and responsibilities to lights, freedoms and active participation based on accurate knowledge, with the improvements in individuals' living conditions and democracy. These tasks, which are expected from democratic citizens, have made it compulsory for them to develop new skills.

In human rights-based democracies (UN, 1989), citizens are expected to contribute to the decisions created through correct and reliable reasoning based on knowledge and to take these decisions into action. In this context, the concept of "local literacy", which could be considered as one of the primary citizenship responsibilities of individuals, should be gained by individuals, especially starting from younger ages. Local literacy, in the national and spiritual sense, is the

process of gaining the skills covering learning about common important traditions, registered products, underground wealth, historical sites and literary texts in the areas where lived (historical, cultural, tourist, economic, etc.) (Güven, 2018), reporting the gained skills and knowledge to others through presentations appropriately prepared (Street, 1993). When the multifunctional literacy types in the literature are examined, it is seen that the focus is on acquiring knowledge, skills and affective qualifications (Karatekin, 2011). The skills suggested by Güven (2019) regarding “local literacy” are expressed in three basic dimensions, but it seems that these are gradually being gained by individuals with the support of their sub-dimensions. These basic dimensions are introduced below respectively.

CHARACTERISTICS OF THE COGNITIVE DIMENSION

Güven (2019) identified cognitive characteristic as the first basic dimension of local literacy. This basic dimension covers the followings, which are considered within the scope of local literacy; literary personality, historical site, unifying tradition and customs, local products, their names, their location, and their basic properties, as well as their place in the culture of society and their effects on the fields of economy and tourism. The cognitive dimension has 3 sub-dimensions. The first is called knowledge of history, the second is the recognition of culture, and the third is the discovery of tourist and economic qualities.

Knowledge of History

Knowledge of history, which has significant functions in the continuity of nations and formation of the sense of state, helps individuals of the nation to build basic ties, to understand how past generations of a nation reacted in various events and situations as well as helping members of the nation to share a common fate (Güven, 2019). It is a guide that sheds light on the past and present information and evidence-based on numerous within the scope of the science of history. From Atatürk’s concise words, “nations that do not know their past become Shikar (prey) of other nations” is a clear example of this (Ministry of Culture and Tourism, 2021). The process, starting from an early age, with the family history as the nearest environment, should be gained by all citizens, starting from the resided village, town, district, province, region and country, from the nearest to the farthest. It is not desirable that the information to be gained by new generations is composed of figures indicating concepts or history. In such a case, students may develop negative attitudes towards the branch of taught science. It is already a well-known fact that the negative attitudes of students, as revealed in various researches, have negative effects on the areas where students are expected to fulfil achievement. As the knowledge of history used within the scope of local literacy skills will be used in an ordinary nature related to the immediate environment and the area experienced, students will also be able to develop skills regarding chronological order.

Recognition of Culture

Güven (2018) claimed that culture and its recognition is other sub-dimension among local literacy skills. It is considered based on the fact that local literacy skills are shaped by the culture of the environment in which individuals are born and grown-up. Culture, in general, is the most important heritage that must be transferred to future generations for the continuity of the nation. With the right recognition of this heritage, societies can guarantee a strong future for themselves. The way culture is formed in the family, the immediate environment, the effective introduction of elements of culture starting from an early age, helping individuals gain traditions with unifying characteristics, literary works with certain value to individuals could be achieved through the dimension of “recognition of culture”. Effective recognition of culture by individuals at early ages, knowledge of traditions, literary works and exemplary personalities that have a unifying influence in the living environment is extremely important for the future of societies. In the dimension of “recognition of culture”, which is a higher stage of local literacy skills than knowledge of history, students will be able to gain these skills

Discovery of the Tourist and Economic Qualities

Another sub-dimension of local literacy skills (Güven, 2018), which likely provides an added value, has been identified as the discovery of the tourist and economic qualities of local assets. It is considered important for individuals to discover the touristic value of the destinations and artefacts found in where they live, as well as the discovery of the contribution of branded products specific to the local area, to the economy. The economy is an important factor that ensures that states are in a strong state, and their developments are influential in productivity, creating alternative sources of income, and recognition of the opportunities offered by the owned local resources. For this reason, a good recognition and adoption of the basic characteristics of the resources, local products and areas with touristic values that contribute to countries’ economies should be provided in the areas that have been inhabited since younger ages. In this way, any development starting from the local areas will be able to set an example for other local areas by forming a firm basis for others. They should be encouraged to extend the characteristics of the discovery with the question “What can be done to enable students to gain local literacy qualifications through the activities to be held in tourism and economy?”

CHARACTERISTICS OF AFFECTIVE DIMENSION

In addition to the cognitive dimension of local literacy skills it also contains another basic dimension within the scope of “affective” qualities. The basic affective characteristics or sub-dimensions that are expected to be visible in the individuals who gain this skill are listed as ownership of local qualities as responsible citizens, ownership of cultural values and awareness of tourism values and exhibiting ownership behaviours towards them. As these qualities are towards emotions and affective characteristics that affect individuals, it could be said

that there are difficulties experienced in the measurement and evaluation process. The evaluation in this dimension will be carried out through behaviours, observations and observed the voluntary participation of individuals. Affective qualities are a sub-dimension that will contribute significantly to the use of the gained skill as an encouraging factor. For this reason, effective efforts should be made to gain these affective qualities effectively (Güven, 2019).

Ownership of Local Values as a Responsible Citizen

A responsible citizen or good citizen is a person who is knowledgeable about the values found in the establishment of the state in which s/he lives, is aware of his/her rights and responsibilities, does not hesitate to make a sacrifice for his homeland when necessary, believes in democracy, reaches the consciousness of real citizenship, follows what is happening around and can take initiative when necessary (Barton & Hamilton, 1998). Based on the traditional Turkish state understanding, which has been going on for centuries, it could be claimed that the qualities of “good citizens” have changed in parallel with the structure of society and recent developments. In the first Turkish States founded in history, to be a “good citizen” was considered to be a brave, a skilled soldier, to be a governor ruling with justice, to be free-spirited and at the same time to be a professional expert (Güven, 2019). After the invention of the alphabet and then the invention of writing, the importance given to individuals’ education increased and good citizen started to be perceived as “well-educated” individuals. Considerations shared in educational programs regarding a good or responsible citizen have been summarized as those following the latest developments in the country and world, obeying the rules set by the authority, loving his/her country, being patriotic, knowing his/her responsibilities towards his/her country and put them into practice, being a role model by displaying ethical behaviour, respecting to his/her family and relatives, participating in social organisations, accepting individual differences and having environmental sensitivity. Individuals must see good role models in their immediate environment and in their residential areas where they live, to grow as good or responsible citizens. Young individuals who are new members of society will benefit significantly from these role models in the learning process and gain new behaviours by taking these role models as an example. Exhibiting role model behaviours such as discharging assigned responsibilities by the adult generations, being knowledgeable about cultural and historical values in their immediate environments, being aware of the sources shared in common and their preservation could be claimed to provide important advantages. This advantage may also allow individuals with local literacy skills to increase in number in the community (Myrberg, 2007). In the educational institutions that provide formal education, this task is assigned to the school course “Social Studies”.

This course aims to educate good citizens and provide citizenship education to students, and thus undertakes the responsibility of raising individuals with local literacy skills. In addition to helping students gain the basic knowledge and skills, attitudes, values related to social life with the course of “Social Studies” designed in line with the developmental phase

of students at primary schools, the immediate environment and culture are also introduced to students. With the gain of literacy skills through this course model behaviours that responsible citizens are supposed to exhibit will be developed more effectively and desired improvements in love and respect will be achieved, and thus they will develop positive attitudes towards assets and values that are considered to be important for historical, economic and social structure in their immediate environments (Yaşar & Çengelci, 2012).

Ownership of Cultural Values

Another affective sub-dimension of local literacy skills is the ownership of the cultural values found in the local areas. Individuals who realize that an asset is a product of culture will start to adopt the behaviour of respect and ownership towards these values and assets. Individuals who know the importance of culture for the community are also aware that the basic elements of culture must be preserved for it to be passed to the future generations. UNESCO, which is at the centre of research on cultural heritage that is considered important in the world, first set the criteria for preserving a World Cultural Heritage artefact following an application for the Abu Simbel Temple, which faced the threat of flooding in Egypt in 1959, and decided to protect this cultural heritage site.

Although these initial efforts to protect artefacts of cultural values continue to develop in line with the set criteria, it is obvious that these artefacts were destroyed or sacked for individual purposes in the societies that are not aware of the value of the owned cultural heritage sites. It could be said that the most important reason underlying this is that individuals are ignorant and are not aware of assets or the qualities of cultural values. The best example of this was experienced when the treasures of Troy were stolen and the stolen artefacts were displayed in the lands away from their homeland (Sönmez, 2020). In particular, local literacy skills are expected to have an impact on the ownership of cultural values as a quality expected to be gained by individuals. Milne & Kusters, (1984), affective awareness is a condition that reflects the state of affective readiness by showing the awareness of individuals, others or the environment related to their inner life (Yakar & Duman, 2017). This dimension should also be provided together with effective recognition skills when performing local literacy skills, and thus, it will be possible to own cultural artefacts, products and values that have managed to survive from the past to the present (Martin, 2009; Gömleksiz & Kan, 2012) Besides, individuals are expected to gain the sense of ownership of cultural artefacts with the help of local literacy skills, and thus they are expected to act with the motivation to preserve such artefacts in their environments.

Awareness and Ownership of the Tourism Values

Another quality that is expected to be gained with local literacy skills, from an affective point of view, is to exhibit ownership behaviour in such a way as to protect these artefacts and areas by recognizing their values. In this context, literate

individuals will be aware of the value of the tourism areas in their environments and will begin to protect them from any harm to be given consciously or unconsciously. It is also an expectation in this sub-dimension that students provide voluntary support for the efforts made in the introduction of these works.

CHARACTERISTICS IN SKILL DIMENSION

The third and final basic dimension of local literacy is defined as the “skill” dimension in which the highest qualifications are expected to be gained. This dimension has three sub-stages determined by Güven (2019). These sub-stages are listed as the ability to recognize local qualities, the ability to introduce local qualities, and the research ability to recognize and introduce local qualities (Güven, 2019).

Ability to Recognize Local Qualities

Since high-level behaviours are expected in this sub-stages, (Özhancı & Yılmaz, 2017) “recognizing local qualities” is the first skill that is seen as an important quality among local literacy skills. In the process of growing up, recognition activities that begin in the family environment, continue in the neighbourhood, district and province from the nearest to the farthest. Recognition activities could be continued with formal educational institutions following the education given by the family. Recognition activities regarding the local area in these institutions should be carried out in an interesting way and in a way that encourages curiosity and learning. The aim of this, however, is to prepare an environment for the higher skill, which could be permanency and discovery of other local qualities in the process of recognizing local literacy qualities introduced as examples (Güven, 2019).

Ability to Introduce Local Values

Another sub-dimension of local literacy skills is the ability to introduce or present the qualities regarding local literacy that they gain, to other people or visitors (Çubukçu & Gültekin, 2006; Özhancı & Yılmaz, 2017). With this dimension, it is understood that the quality of local literacy is adequately recognized and adopted. Students possessing these characteristics are expected to share in appropriate environments through leaflets, posters and videos, etc. or some other techniques such as drama, cases and oral history presentation (Güven, 2019).

Correct Recognition of Local Qualities and Research Ability to Introduce them

Individuals with “local literacy skills” are supposed to have learned how to conduct effective research and how to recognize historical, cultural, economic and sociological places, artefacts or products and how to introduce them to other people appropriately. The importance of research skills in local literacy is undoubtedly important, especially to obtain valid and reliable information about works in the immediate

environment because it is possible to find people who can accurately transfer these qualities that have existed in the local residential area for many years as a primary source (Güven, 2019).

With the investigation of the available records and archives, if there is any, related to these works, places or products that have survived from the past to the present, it will also be possible to gain improved research skills. Two important considerations that should be taken into account in this process are that the information obtained with the effective guidance of the teacher is valid and reliable. Teachers are expected to support students through examples on how to access resources through guidance that they offer, as well as providing examples of how to find evidence on the reliability of the information they receive, and how to clear contradictions. In this dimension, research skills are expected to develop over time towards examining and comparing the examples of local literacy belonging to other regions and countries.

QUALIFICATIONS OF INDIVIDUALS GAINING LOCAL LITERACY SKILLS

With local literacy skills, individuals are expected to gain some cognitive, affective, and skill-based qualities (Güven, 2019). As expressed in other literacy skills, individuals who have gained local literacy are also expected to have gained various characteristics. Cognitive, affective and skill-based qualities that students have gained through local literacy skills at a basic level are expected to:

1. Know historical events that are considered important to the local area where they live,
2. Chronologically list important events and situations in the history of the local area where they live,
3. Recognize cultural artefacts that have survived in the local area where they live from the past to the present,
4. Know special days and traditional events that have importance and common value in the social life of the local area,
5. Know the sites and areas that have value in terms of belief in the local area where they live,
6. Recognize important personalities and their works who were born and raised in that local area or known for their works produced in the area where they live, and
7. Know the tourist areas in the local area where they live and their economic contributions (Malmivuori, 2001; Russell, 2004).

The basic level mainly covers the processes of historical knowledge in the cognitive dimension, recognition of work, product or quality and raising awareness. The qualities expected to be possessed by literate individuals at the “higher-level foundation” or “development” stage are as follows; (Güven, 2019)

1. They realize the social importance of historical, cultural and tourist artefacts found in the local area where they live.
2. They recognize the contribution of historical, cultural, tourist artefacts, products or areas in the local area where they live to their own life and the local area.

3. They show democratic reactions that artefacts found in the inhabited local area should be considered and preserved as works of common heritage.
4. They provide voluntary participation in the work carried out on the protection of artefacts, areas and products found in the local area.
5. They make voluntary efforts to accurately and safely transfer works, products and qualities within the scope of local literacy in the living area to the future generations.

When the five qualifications listed above are examined, it is understood that students who have gained local literacy skills at the basic/development level are expected to gain more affective qualities.

The qualifications expected from the students who have reached the “competence” stage regarding local literacy skills can be listed as follows (Güven, 2019);

1. They conduct research to access valid sources of information about historical, cultural and tourist artefacts found in the local area where they live.
2. They conduct investigations to determine the added values of the assets within the scope of local literacy and their significance in the area where they live
3. They discover the ways to effectively introduce the qualities within the scope of local literacy found in the local area where they live
4. They examine the effective examples for the introduction of the assets within the scope of local literacy in their local area.
5. They design creative slogans, posters and posters to introduce the qualities within the scope of local literacy in their local area.
6. They design original advertisements to introduce the qualities within the scope of local literacy found in their local area.
7. They research what kind of work is being done in other regions and countries on the assets covered within local literacy in the area where they live.

When the seven items in the “competence” stage above are examined, which are expressed as high level “competency” within the scope of local literacy skills, it is understood that students are expected to acquire qualities in the form of research, examination and producing original products.

FOKUSD PROGRAM AND SAMPLE IMPLEMENTATION PLAN PROPOSED TO HELP GAIN LOCAL LITERACY

The *Fokusd* program includes a range of activities that allow users to create mental and social structures based on learning and discovery in a context that guides the basic educational and training practices of the century. The FOKUSD model developed by Güven (2018) was created with the initials of Turkish words. Based on the fact that individuals remember each life experience that they are exposed to, students are allowed to participate in the program at every stage. Considering that each pre-experience creates different traces in the participants’ memory, much care is given to the inclusion of the activities by creating a common perception of lean and basic concepts as a starting point.

The concept of citizenship, previously considered as being loyal to his/her homeland, obeying laws and rules, fulfilling the assigned duties and responsibilities, has begun to transform from the duties and responsibilities to the rights, freedoms and active participation based on accurate knowledge, with the development in individuals’ living conditions and democracy. These activities are mainly aimed at attracting attention and raising awareness, with various images, case studies or stories (such as posters, cartels) prepared separately for each local quality. The main goal is to enable a person to encounter new knowledge, skills, or affective features that they will discover themselves after awareness. After the discovery of new information, the application activities in which they may have the opportunity to use this information, and immediately after the transfer of the information and skills to internalize the ownership stage, completed with the evaluation activities of the *Fokusd*, will also be carried out with the measurement tools prepared in line with the achievements. These activities are mainly based on attracting attention and raising awareness with various images, sample cases or stories (such as posters, colour charts) prepared specifically for each local quality. The main goal is to enable an individual to experience new knowledge, skills, or affective features that they will discover themselves after raising relevant awareness. After the discovery of new information, through application activities, individuals may have the opportunity to use the learned information, and immediately after that they have the chance to adopt the transferred information and skills, and thus they reach the “ownership” stage. The evaluation activities of the *Fokusd* program will also be carried out with the assessment tools prepared in line with the outcomes.

In the local literacy qualities identified in the *Fokusd* program, outcomes are defined as both cognitive and affective and skill-based qualities, as well as desirable traits that address values as a whole. Practices of behavioural applications such as immediately obtaining products and reacting to warnings have been replaced by individual-centred applications that provide development-oriented qualities in the process. The most important characteristic of these applications is that, instead of dictating users to memorize the given information, it has aimed to discover and configure post-application ownership. In other words, similar activities are carried out in the process and users are expected to adopt ownership through their discovery. In this way, students will attribute meanings to the taught items, and they will restructure their learning. The content (topics) used as a tool in the *Fokusd* program was designed in a holistic (thematic) way, supported by the understanding of spiral content with the use of the repetition on different topics from time to time. Thanks to the spiral content, the level of retention will also be improved.

Stages of Program (FOKUSD-BADPOE) (Güven, 2019)

- **Be aware:** at the first stage of the *Fokusd* program, “be aware”, participants who are the target audience of the program are exposed to remarkable activities prepared in line with local assets or awareness is raised with a

word-matching test. At this stage, the goal is to activate the participants' preliminary knowledge and ensure that they are stimulated affectively.

- **Discovery:** at the second stage, "discovery", participants are exposed to various activities in which they can intuitively get information about the theme. For example, responses received through reverse brainstorming activity in relation to the studies covered within the scope of local literacy quality are written on a turning plate. After all of them have been written on the plate, participants are asked the questions "Do you think we should do this to the participants?", "What problems do you think can be caused to those who do this?", and thus reverse brainstorming are done, and they are encouraged to answer the questions under the light of the received answers. This stage, in which they presented different ideas, will allow new information to be obtained for the participants who are perhaps interested in these issues for the first time. From time to time, this stage is supported with short films and presentations that are prepared in line with the studies topics.
- **Practice:** at the third stage of the program or the stage, where the transfer takes place, participants can use the knowledge, principles and rules obtained during the discovery stage, and applications such as discussion, metaphor generation, and question chain, etc. are being implemented. At this stage, the goal is to create new schemas or improve existing schemas for participants through the use of gained knowledge and skills.
- **Ownership:** at the ownership stage, which is the final stage of the *Fokusd* model used in the program, participants are exposed to the activities through which they have gained at the other stages of the program, as well as creating unique products in which they can integrate their pre-existing qualities with the newly gained ones. The applications recommended for the participation are in line with the local qualities, and they are generally demanded to make paintings in groups, produce slogans, write acrostic, propose an introductory presentation, etc.
- **Evaluation:** Overall assessment will be done with the use of alternative measurement tools prepared in line with the outcomes

For example, measurement tools such as puzzles, word matching tests, structured grids, posters and question series, etc. will be used, and rubrics (graded scoring key) is used in scoring. Pre-service primary school teachers developed positive considerations about *FOKUSD* program, which was proposed and piloted. The application was carried out for 14 weeks in the form of action research selected in line with the requirements of qualitative research method. They also expressed that the school course of "Social Sciences" could be used to help students recognize local qualities in the area where they live and develop ownership attitudes.

An example of an application plan used in the qualitative research process

Local Asset to be introduced: "Aynalı Çarşı" (Mirrored Bazaar)

Reason for the choice of this asset: It is mentioned in the folk song referred to together with Çanakkale Boğaz

Harbi, it is one of the first destinations that come to mind when people are mentioned about Canakkale, and local and foreign tourists visit when they come to Canakkale.

Outcome: Gains basic information about the features of Aynalı Çarşı, which is one of the historical sites located in the centre of Canakkale province, and shares what is learned about the immediate environment in line with their levels.

Raising awareness: Following the routines (greetings, process preparation), primary school 4th grade students are made to listen to the folk song "Çanakkale İçinde". When the song is over, students are asked if they know Aynalı Çarşı, which is mentioned in the song, why it is named as Aynalı Çarşı and if they have been there before. Responses from students are collected, and they are noted down.

Discovery: Students are made to watch a video recording about Aynalı Çarşı and asked what they had seen in the viewed video. They are also asked if they had seen any of the objects in Aynalı Çarşı, or if they had had any experience about Aynalı Çarşı. Students see the objects the teacher had taken to the classroom. Students are asked to write a scenario about the products sold in Aynalı Çarşı (products in the given photos etc.) and why Aynalı Çarşı was given that name. The written scenarios are introduced to the classroom by each group leader.

Practice: Teacher reads some stories about why Aynalı Çarşı was given that name. The sources of the read stories are explained to the students. Teacher discusses which story is more persuasive and attractive. Then students are asked to act out the scenario that they found very realistic. Following the act out, the teacher provides some information about the history of Aynalı Çarşı and the structure itself. The provided information is supported with the given images.

Ownership: After the teacher has given a clear explanation about what they are going to do, students are asked to read the news in a newspaper about Aynalı Çarşı, and thus provides support for daily lives. They discuss the news that they have read. The teacher then asks the following questions and notes down the responses received from the students. "If you were the reporter of the news, how would you introduce Aynalı Çarşı to your readers?", "What would you do to preserve Aynalı Çarşı and pass it on to the future generations?". Recording the answers given by the students. Station technique is used for the question asked to students "How would you reflect what you feel about Aynalı Çarşı?" The products produced in the stations are displayed together.

Evaluation: Teacher writes "Aynalı Çarşı" on the board and asks students to put down any image, colour, letter, writing etc. regarding "Aynalı Çarşı" on a blank paper and guides them for brainstorming about Aynalı Çarşı. Then the teacher implements word hunting puzzle exercise on Aynalı Çarşı, and gathers feedback from students as well as cognitive ones and reinforcement. Finally, students sing karaoke with Çanakkale folk song as a whole class.

COMMON INFLUENCES OF LOCAL LITERACY AND ITS ADDED VALUE

With local literacy skills which can facilitate better recognition of residential area and preservation and ownership

of historical and cultural values for their contribution to the tourism economy, it is aimed that students grow as responsible individuals and recognize the historical and cultural values of their areas, exemplary characters of their areas, the works with artistic and literal values and products with economic values. Thus, they develop cognitive skills necessary to preserve these values and introduce these values effectively. Local literacy skills, which are recommended to be a new form of literacy skill can help individuals recognize the owned local resources and heritage better, own and preserve them if such skills could be gained beginning from primary school years.

Whereas local literacy seems to be a combination of more than one literacy forms, it differs from other forms of literacy because the starting point is the local area where individuals live. We have often faced the fact that we have failed to recognize many artworks, products or assets possessing sociological, historical, economic and cultural values whereas they are very close where we live. In other words, when we are asked questions about the assets, products or historical figures in the area where we live, we often realize that we lack the knowledge necessary to introduce them. This specifically happens when we are asked such questions by those coming from far away cities or countries to see the assets that we have in our area because failing to deliver an appropriate response to such questions or to introduce them is very upsetting. It may seem that failing to introduce a local value to a foreigner is not such a big problem, but we should always keep in mind that such values are shared ones for a nation. A value that we consider local could be a shared one for the whole nation in the country. It may also have much local and national added value. The added value should not be considered just the value added to tourism and country economy, and it should always be kept in mind that they help individuals gain good and positive citizenship behaviours such as finding a common ground for the local people, taking the pride in these values and works and transferring these values to the future generations. Similarly, with the local literacy skills, individuals could develop sensitivity and interest in history, culture, sociology, morals and belief, and thus it will contribute to the other literacy skills.

HOW CAN LOCAL LITERACY CONTRIBUTE TO LOCAL GOVERNORS?

Communities, where citizens have gained local literacy skills, have important advantages in terms of administrative skills. The safe and secure transfer of natural and cultural sites to the future generation, which is considered to be the responsibility of local governments is one of the biggest advantages of gaining local literacy skills. With the help of the local inventories formed to help individuals to gain local literacy skills, local governments make a relevant arrangement regarding the local values and their states, which are considered among the local governments' responsibility areas and thus create profit-generating resources. Any support given to tourism activities will indirectly enrich local governments through festival, congress, workshops etc. and thus the local area will have better recognition at both national and international level.

In addition to the profit-generating contributions, a new horizon will be opened in terms of branding, recognition, and individuals will be helped gain a higher sense of belonging. Preservation, introduction and ownership of, specifically the values in the fields of nature, culture and literature will play a significant role in the future and sustainability of communities.

According to Legislation Information System (2021), in Turkey the bilagines numbered 5393 which regulates the duty, authority and responsibility of municipalities, "article 14- a) municipalities are responsible for urban infrastructure such as zoning, water and sewerage, transportation; geographic and Urban Information Systems; Environmental health, cleaning and solid waste; police, fire, emergency assistance, rescue and ambulance; urban traffic; burial and cemeteries; afforestation, parks and green areas; housing; Arts and Culture, Tourism and promotion, youth and sports and higher education, student dormitories (the last paragraph of Article 75 of this law is not applied in municipalities, special provincial administrations, their affiliates and with the associations they are members of the court of auditors by companies that are subject to the control of their partner, secondary and higher education, student housing owned by the state in all grades, school buildings' construction, repair and maintenance); social work and assistance, marriage, profession and skills gain; development of the services, economy and trade", in subparagraph B of the same article, municipalities "(2) can build and run schools at all levels, maintenance and repair of all kinds of vehicles, their equipment and material needs; health-related; can construct temples, fulfil their maintenance and repair; can protect cultural and natural assets and important places; can perform maintenance and repair, and restore those that cannot be protected in their original forms" (Ministry of Culture and Tourism, 2021). Considering these, it could be said that local literacy will also make a significant contribution to the tasks expected from local governments.

In addition to this article, taking into account the importance of local qualities in determining new neighbourhood, street and street names, it will be possible to ensure that the personalities and works that have value in the area could survive.

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