Problems of Turkish education and recommendations for solutions according to primary school teachers

Cüneyt Akar [ID]
Uşak University, Department of Basic Education, Uşak, Türkiye, cuneyit.akar@usak.edu.tr
Ramazan Demir* [ID]
Ministry of National Education, Uşak, Türkiye, rdmr6464@gmail.com
Mustafa Ulutaş [ID]
Uşak University, Department of Turkish and Social Studies Education, Uşak, Türkiye,
mustafa.ulutas@usak.edu.tr

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*Corresponding Author

ABSTRACT   The aim of this study is to investigate the problems faced by primary school teachers in Turkish education and their recommendations for solutions to these problems. Employing a case study methodology, a cohort of 14 teachers representing diverse regions across Türkiye was selected for examination. In establishing the study group, a deliberate selection strategy known as maximum diversity sampling was employed. Data were collected via semi-structured interviews and subsequently subjected to content analysis. The findings revealed some prominent obstacles in Turkish education including insufficient familial engagement, students' inadequate preparedness, reliance on conventional assessment paradigms, teacher burnout, deficiency in early childhood education provision, reliance on traditional instructional methodologies, uneven levels of pedagogical proficiency among teachers, deficient technological infrastructure, institutional resistance to innovation, financial constraints, and the prevalence of rote learning methodologies. In response to these challenges, teachers proffered recommendations aimed at enhancing pedagogical efficacy, fostering parental involvement in educational endeavors, refining curricular frameworks and instructional materials, promoting proper language usage, ensuring educational equity, and upgrading school infrastructure and classroom amenities.

Keywords: Current problems, Teachers' recommendations, Turkish education

Sınıf öğretmenlerine göre Türkçe eğitiminin sorunları ve çözüm önerileri

ÖZ   Bu çalışmanın amacı, sınıf öğretmenlerinin Türkçe eğitiminde karşılaştıkları sorunları ve bu sorunlara yönelik çözüm önerilerini araştırmaktır. Araştırmada durum çalışmasından yararlanılmış, Türkiye'nin farklı bölgelerini temsil eden 14 öğretmenden oluşan bir grup incelenmek üzere seçilmiştir. Çalışma grubunun oluşturulmasında, maksimum çeşitlilik örneklemesi olarak bilinen kasıtlı bir seçim stratejisi kullanılmıştır. Veriler yarı yapılandırılmış görüşmeler yoluyla toplanmış ve daha sonra içerik analizine tabi tutulmuştur. İçerik analizine tabi tutulan veriler, araştırmadan elde edilen tematik yapılara ayrıştırılarak incelenmiştir. Çalışmada Türkçe eğitimi ile ilgili olarak aile ilgisizliği, öğrencilerin hazırbulunuşluğunun düşüklüğü, geleneksel öğretim ve ölçme değerlendirme yaklaşımlarına bağımlılık, öğretmen tükenmişliği, okul öncesi eğitim oranının düşüklüğü, öğretmenlerin mesleki yetersizliği, yetersiz teknolojik altyapı, yeniliğe kapalı öğretmenler, maddi imkânsızlıklar ve ezberci eğitim uygulamalarının yaygınlığı gibi sorunlar tespit edilmiştir. Bu sorunlara çözüm olarak sınıf öğretmenleri, öğretmen yeterliklerinin artırılması, ailelerin eğitim süreçlerine katılımının teşvik edilmesi, öğretim programı ve materyallerinin iyileştirilmesi, uygun dil kullanımının teşvik edilmesi, eğitimde eşitliğin sağlanması ve okul altyapısı ile sınıf olanaklarının iyileştirilmesine yönelik öneriler sunmuştur.

Anahtar Sözcükler: Güncel sorunlar, Öğretmen önerileri, Türkçe eğitimi

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INTRODUCTION

The mother tongue represents the primary medium of communication through which an individual engages with society, rooted in the cultural, historical, and social context of their upbringing. It plays a fundamental role in shaping personal identity, strengthening emotional bonds, and fostering a profound sense of belonging (Önkaş, 2010). Mother tongue education empowers individuals to use this foundational tool of communication effectively, contributing significantly to their intellectual, social, and emotional development. Furthermore, it is essential for enhancing cognitive abilities, preserving cultural identity, and enabling effective communication in an increasingly interconnected world.

In the context of Türkiye, Turkish education extends beyond the mere acquisition of linguistic skills. It serves as a pivotal mechanism for ensuring cultural continuity, fortifying national identity, and promoting social cohesion. Furthermore, Turkish language proficiency establishes a solid foundation for success across other disciplines, such as science and social studies (Şahbaz & Çekici, 2012). Proficient literacy in Turkish language enhances academic performance in these fields, emphasizing the integrative role of language education. Beyond academic achievement, Turkish education cultivates critical, creative, and reflective thinking abilities, which are indispensable for both personal development and societal advancement.

Mother tongue education starts in the family with the birth of the individual and continues in formal education institutions. As an individual's mother tongue skills improve, his/her command of the culture of the nation to which he/she belongs also increases (Melanlıoğlu, 2008). Turkish education's significance also lies in its ability to prepare individuals for lifelong learning and facilitate their effective integration into society. A strong foundation in Turkish language equips individuals to engage meaningfully in national discourse and global communication while preserving their cultural heritage. In doing so, Turkish education bridges the gap between local traditions and global competencies, creating individuals who are both globally aware and culturally grounded.

Since 2004, the Turkish education system has embraced a constructivist approach, which prioritizes experiential learning and multi-sensory engagement. This paradigm shift has redefined Turkish language instruction, encouraging dynamic, interactive, and student-centered teaching practices (Güneş, 2009). However, adopting innovative methodologies alone is insufficient to achieve the desired outcomes. The success of Turkish education depends on a multifaceted approach that includes comprehensive teacher training, updated instructional materials, active family involvement, and robust technological infrastructure.

Teachers, as the primary implementers of educational programs, play a critical role in determining the efficacy of Turkish education (Maden et al., 2010). While theoretical frameworks outline ideal pathways to success, practical implementation often diverges due to unforeseen challenges and systemic barriers. Gaining insights from teachers is, therefore, vital for identifying and addressing these obstacles. Teachers' perspectives provide invaluable information about the practical realities of educational practices and contribute to the formulation of effective strategies to overcome challenges in Turkish education.

When scrutinizing the literature, one can observe a multitude of educational challenges within the Turkish context. Şener (2018) delves into the broader issues surrounding education in Türkiye. Moreover, the intricacies of literacy instruction via distance education amid the Covid-19 pandemic have been explored by Atik and Avcı (2021). Primary school teachers across diverse subjects have encountered challenges as evidenced by the works of Babayiğit and Erkuş (2017), Erbasan and Erbasan (2020), Erdem (2010), Ersözlü et al. (2014), Güler et al. (2020), Gönülal and Hasan (2023), as well as Sarı and Altun (2015). Korkmaz (2018) has contributed to the discourse by addressing the intricacies of teaching Turkish to foreign learners. Additionally, Bulut (2014) has investigated the repercussions of grammatical confusion on Turkish language teaching. These studies collectively contribute to a comprehensive understanding of the multifaceted challenges and dynamics within the field of education

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in Türkiye. However, two studies investigating teachers' views on the problems experienced in the Turkish curriculum were found. One of them was conducted by Işık and Erdem (2016). This study was conducted with middle school teachers. The other study was conducted by Susar Kırmızı and Akkaya (2009) with 4th and 5th grade students. In the literature, there is no current study on the problems experienced by primary school teachers in Turkish education and their solution recommendations. This study aims to contribute to the elimination of this deficiency in the field. Thus, it is aimed that the research will guide the authorities and experts and contribute to the preparation of more effective programs.

The main objective of this investigation is to delineate the extant challenges confronted by primary school teachers in the context of Turkish education at the primary school level. To achieve this goal, the study endeavors to address the following inquiries:

1- What are the prevailing challenges encountered by primary school teachers in the process of imparting Turkish education?
2- What recommendations and solutions do primary school teachers proffer to ameliorate the current difficulties they confront in the field of Turkish education?

METHODS

Research Design

In the present study, the research design employed was the case study, which stands as a qualitative research approach. A case study is characterized by its focus on conducting a thorough examination and delineation of one or more events or situations (Merriam, 2013). Within the scope of this study, an exploration of the prevailing challenges confronted by teachers in the domain of Turkish education was undertaken, accompanied by the formulation of recommendations for addressing these challenges. Notably, case studies often employ diverse methodologies for data collection, including observation, interviews, audio-visual sources, and document analysis.

Participants

The research sample for this study comprises primary school teachers. A total of 14 teachers, including one female and one male teacher selected from each of the seven geographical regions of Türkiye, were included in the study. Initially, one of the researchers established contact with individuals with whom he had previously collaborated or studied, apprised them of the research objectives, and conducted interviews with those teachers who volunteered to participate. Subsequently, the interviewed teachers were consulted regarding the potential inclusion of other teachers interested in partaking in the research. Upon receiving affirmative responses, the research procedures were elucidated to these additional teachers, and subsequent interviews were conducted with those who expressed willingness to engage. Participants were explicitly informed that they retained the prerogative to abstain from responding to any questions they deemed uncomfortable and possessed the option to terminate the interview at their discretion. The demographic particulars of the participants are delineated in Table 1.

To establish the study group, a deliberate selection strategy known as maximum diversity sampling was employed. This approach aims to capture the heterogeneity within larger populations relevant to the research question, even when working with a limited sample size (Yıldırım & Şimşek, 2018). By ensuring diverse representation, the sampling method seeks to uncover a broader spectrum of perspectives and experiences.

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Table 1.
Demographic Information of Participants

Participant	Gender	Region of work
T1	Female	Eastern Anatolia Region
T2	Male	Eastern Anatolia Region
T3	Female	Southeastern Anatolia Region
T4	Male	Southeastern Anatolia Region
T5	Female	Marmara Region
T6	Male	Marmara Region
T7	Female	Central Anatolia Region
T8	Male	Central Anatolia Region
T9	Female	Black Sea Anatolia Region
T10	Male	Black Sea Anatolia Region
T11	Female	The Mediterranean Region
T12	Male	The Mediterranean Region
T13	Female	Aegean Region
T14	Male	Aegean Region

In the context of this study, maximum diversity was achieved by selecting participants with varied backgrounds in terms of residence, age, gender, and professional experience. As illustrated in Table 1, the research included 14 primary school teachers, balanced equally in terms of gender, and hailing from different geographic regions across Türkiye. This geographic distribution aimed to account for potential regional variations in teaching challenges and practices.

Additionally, recognizing the importance of addressing gender-specific dynamics in Turkish language education, both male and female teachers were included from each region. Furthermore, to explore differences in pedagogical approaches and perspectives stemming from varying levels of professional experience, the study included participants from a range of seniority levels and age groups. Specifically, the participant pool comprised novice teachers with less than five years of experience, mid-career teachers with 5 to 15 years of experience, and seasoned educators with over 15 years in the profession. This diversity ensured that insights reflected the influence of both fresh perspectives from recently graduated teachers and the wisdom of experienced professionals, thereby enriching the study's comprehensiveness and relevance.

Data Collection Tools

To understand individuals' knowledge, experiences, and perspectives on a specific situation or phenomenon, the interview method is frequently employed due to its capacity to provide comprehensive and detailed data (Seidman, 2006). In this study, data were collected using a semi-structured interview form.

The development of the interview questions followed a systematic process. Initially, a comprehensive literature review was conducted to establish a theoretical foundation. Based on the insights gained, the interview questions were drafted in a preliminary form. This initial version was then evaluated through consultations with three primary school teachers and three expert academics in the field. The feedback obtained from these consultations guided revisions to ensure the questions were aligned with pedagogical principles and effectively addressed the study's objectives.

Once finalized, the semi-structured interviews were conducted. The sessions were recorded, and verbatim transcripts were prepared for subsequent analysis. The interview questions, designed to capture diverse aspects of the research topic, are detailed as follows:

1. Inquiry into perspectives on the impact of student readiness on the efficacy of Turkish education.
2. Examination of opinions regarding teacher competencies requisite for effective Turkish education.
3. Evaluation of the parental role in the facilitation of Turkish education.

4. Appraisal of the adequacy of technological resources and infrastructural support in the context of Turkish education.

5. Assessment of the efficacy of pedagogical methodologies and techniques employed in Turkish education.

6. Evaluation of the appropriateness and effectiveness of assessment and evaluation tools utilized within Turkish education.

7. Solicitation of recommendations aimed at enhancing the quality and efficacy of Turkish education.

These inquiries collectively served to garner insights into the multifaceted landscape of Turkish education, drawing from both scholarly discourse and practical pedagogical experiences.

Data Analysis

Content analysis was employed to scrutinize the data procured within the confines of the study. The data subjected to content analysis was meticulously examined by delineating it into thematic constructs derived from the research (Merriam, 2013). Throughout the analytical endeavor, researchers devised codes predicated on responses furnished by the participants. In this process, six researchers convened, comprising three field experts and three primary school teachers, convening intermittently to conduct comparative analyses until a consensus was achieved. Following the consensus on the codes delineated by the researchers, categorical frameworks were instituted. These categories were created by bringing together similar codes. Subsequently, themes were derived by consolidating comparable codes. Once the themes were delineated, an in-depth analysis of the findings about to each sub-problem of the research ensued.

Validity and Reliability Studies

During the phase of conducting validity and reliability studies, the present research addressed aspects such as content validity, transferability, reliability, and confirmability, as outlined by Merriam (2013). In ensuring the content validity of the interview questions, a multi-step approach was undertaken. Initially, a comprehensive literature review was conducted to inform the formulation of questions. Subsequently, feedback from three primary school teachers and three field expert academics was solicited, leading to the refinement of the interview questions to their final iteration. To uphold transferability, meticulous transcription of both participant responses and researcher statements was undertaken, ensuring accurate representation of their original expressions. Reliability was ensured through rigorous documentation and elucidation of all data collection and analysis procedures. Specifically, researchers conducted independent analyses, with subsequent convergence meetings held at intervals to reconcile any disparities and achieve consensus on the coding applied. In adherence to the principle of confirmability, all data amassed throughout the research endeavor is securely housed within the confines of the researcher's office, thus safeguarding the integrity and auditability of the findings.

Ethical Issues

Uşak University Science and Engineering Scientific Research and Publication Ethics Committee approved this study with decision number 2024/27. All participants were informed about the interview content and signed an informed consent form to obtain their voluntary participation requests. They were informed that they could withdraw at any time during the study. They were assured that their answers and responses would be kept confidential without revealing their true identity under any circumstances. Each participant was given a code to ensure anonymity.

FINDINGS

In this part of the study, the findings related to the sub-problems are presented.
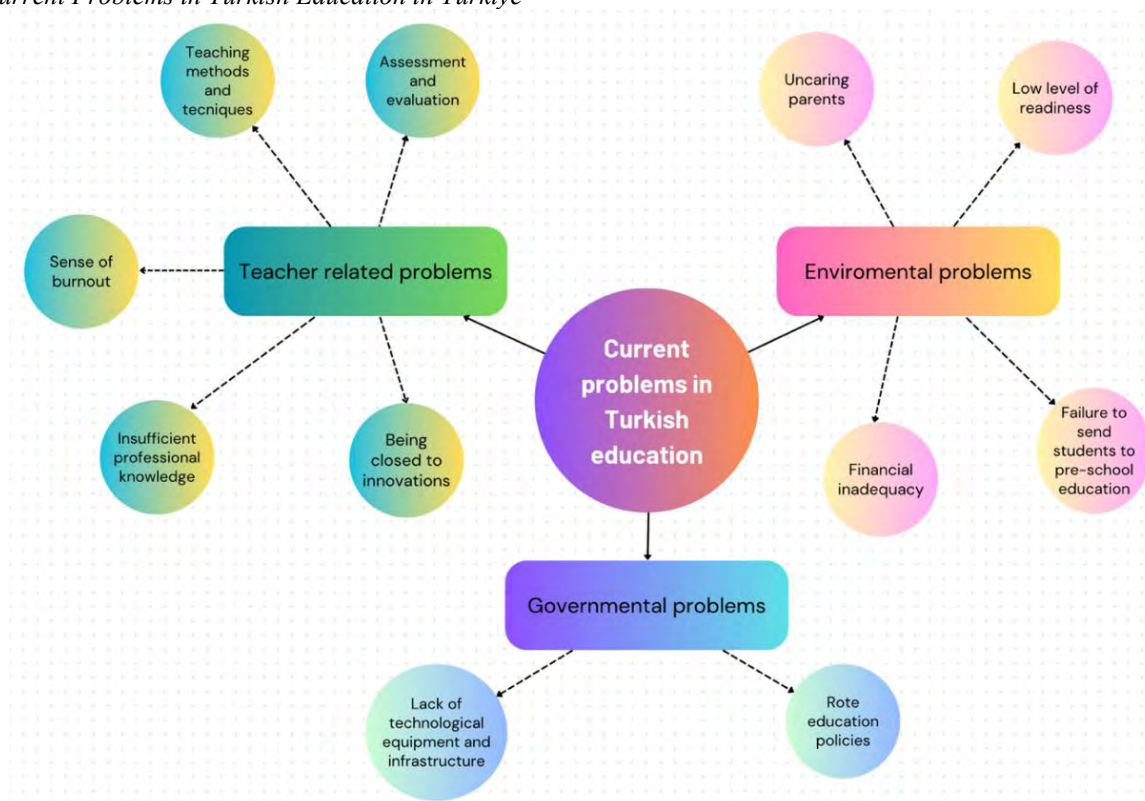
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Findings Related to The First Sub-Problem

Regarding the first sub-problem of the research, the problems experienced by teachers in Turkish education in primary school are presented in Figure 1 and Table 2 below.

Figure 1.
Current Problems in Turkish Education in Türkiye

Table 2.
Problems Experienced by Primary School Teachers in Turkish Education

Problems in Turkish education	f	n	Teachers expressing opinions
Parents' paying enough attention to the students	11	14	T1, T2, T4, T5, T6, T7, T8, T11, T12, T13, T14
Low student readiness (cognitive, affective, psychomotor, etc.)	9	14	T2, T3, T4, T5, T6, T7, T10, T11, T12
Emphasizing traditional assessment and evaluation approaches	6	14	T1, T5, T6, T8, T10, T11
The sense of burnout seen in some teachers	4	14	T1, T2, T7, T10
The students' not receiving pre-school education	4	14	T1, T2, T3, T10
Emphasizing traditional teaching methods and techniques	4	14	T1, T3, T5, T7
Some teachers' not having sufficient professional knowledge	3	14	T1, T11, T14
Inadequate technological equipment and infrastructure	3	14	T3, T4, T7
Teachers' lack of openness to innovation	2	14	T4, T12
Financial inadequacy	2	14	T2, T4
The rote-learning education system in Türkiye	1	14	T12

Parents' Not Paying Enough Attention to The Students

According to the findings delineated in Table 2, ten of the surveyed teachers within classroom settings identify the insufficient engagement of families as a predominant issue affecting the efficacy of Turkish

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education. T4 expresses her thoughts on this issue as follows:

> *T4: The influence of the family is of course very high. There are very good families, those who take care of their children, "teacher, let's do this, let's do that..." but as I said, 10-20% of them take care of their children at most. I think the efforts of the remaining 70-80% of families for their children are unfortunately insufficient.*

Education is built on three pillars: students, teachers, and parents. Especially in primary school, parental support is very important. Teachers emphasize this and consider uninterested parents as the most important problem in front of an effective and successful Turkish education process.

Low Student Readiness (Cognitive, Affective, Psychomotor, Etc.)

In light of the recognition of the paramount significance of preparedness in educational contexts, primary school teachers are observed to underscore the issue of students' deficient readiness levels as a significant concern within the field of Turkish education. The ensuing discourse encapsulates select perspectives articulated by teacher 7 concerning the salience of readiness in the pedagogical framework of Turkish education, alongside delineating the potential ramifications posed by inadequacies in this domain.

> *T7: In Turkish, for example, let's say I say a simple word, but for students it is a little different, let's say the word cupboard is mentioned and I say, "Do you know the word cupboard?" They look me in the eye and say, "No, teacher". I say, "You don't know that either?" It is a word that should be known, it should be in their readiness. This child is in the fourth grade, they have no idea about a word they should already know. Then it is as if I am speaking English to them. You know, they have difficulties because they have no idea about some words, or when I ask them "Do you know this? Have you learned it before?" when I am covering some topics, when they say no, this time I take everything back to the beginning.*

Readiness stands as a fundamental prerequisite crucial to the attainment of successful educational outcomes. The readiness of a student's fine motor skills to wield a writing instrument is paramount for proficient dictation. Likewise, cognitive and emotional preparedness are pivotal factors influencing a student's aptitude for success in various domains such as literacy, reading comprehension, and adherence to grammatical rules.

Emphasizing Traditional Assessment and Evaluation Approaches

It becomes evident that traditional assessment and evaluation methodologies are frequently favored by primary school teachers in the context of Turkish education. The ensuing discourse encapsulates the insights provided by teachers regarding this matter:

> *T1: I measure the children verbally, that is, verbally, I am trying to measure their self-expression.*
> *T5: It is easier for me to measure whether you have comprehension or not in this way. So I also use this method.*
> *T8: So we have the traditional multiple choice.*
> *T10: Well, we mostly conduct written exams.*

Utilizing alternative and varied assessment and evaluation instruments not only enhances the enjoyability of the instructional process but also facilitates the comprehensive measurement of diverse skill sets. Teachers posit that the integration of a wide array of assessment and evaluation methodologies holds the potential to augment the efficacy of Turkish education.

The Sense of Burnout Seen in Some Teachers

The four teachers who participated in the study think that burnout prevails in some teachers and this has

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a negative effect on Turkish education. The view of T10 on this issue is as follows:

> *T10: There is a phenomenon we call burnout, and sometimes that can happen. There is also regression in teachers in this regard or reluctance... After a while, problems start. There can also be problems with these.*

The productivity of a teacher experiencing feelings of burnout is expected to be low. Just as in all aspects of education and instruction, it is also anticipated to be possible to remain distant from this sentiment in the Turkish education.

The Students' Not Receiving Preschool Education

The four teachers mentioned the importance of pre-school education and evaluated the fact that students cannot benefit from pre-school education as an important problem in Turkish education. T3's view on pre-school education is as follows:

> *T3: They did not attend pre-school education. He never picked up a pencil. I currently have 30 students. Only 4 of them have received pre-school education and they have never been exposed to activities where they can use their fine motor skills.*

Receiving pre-school education has been demonstrated to enhance students' cognitive, emotional, and physical preparedness. There exists a viewpoint among certain primary school teachers positing that Turkish education might pose increased difficulty for children who have not undergone pre-school education.

Emphasizing Traditional Teaching Methods and Techniques

The opinions of some of the teachers on the subject are presented below:

> *T1: I usually use the question-and-answer method among the methods and techniques. I ask questions, I ask them to express themselves.*
> *T3: I proceed more traditionally. I use direct instruction method and discussion method.*
> *T5: Normally, I was very against this kind of thing, whether it would be like this or like that, but I'm slowly starting with direct instruction.*
> *T7: I don't use anything very different, I use question and answer, exercise, and direct instruction methods.*
> *T13: In Turkish education, we mostly do question and answer on synonyms and antonyms at work.*

The manner in which students acquire knowledge varies significantly among individuals, with some demonstrating a predisposition towards auditory comprehension, while others exhibit a preference for visual or other cognitive modalities. Consequently, the integration of a diverse array of pedagogical methods and techniques into instructional frameworks stands as imperative for optimizing the efficacy of Turkish education. However, empirical findings derived from the study underscore a notable deficiency wherein primary school teachers often fail to furnish the requisite breadth of methodological and instructional diversity within their pedagogical practices.

Some Teachers' Not Having Sufficient Professional Knowledge

Three of the interviewed teachers think that some of the teachers do not have sufficient professional knowledge and equipment. T11 expresses this view in the following words:

> *T11: Some teachers do not go from easy to difficult in grammar, for example. I tell what I have experienced, what I have seen. They teach grammar randomly, they do not follow a certain order. When they explain spelling rules or speaking rules, children who are already confused are even more confused and they mix them all together.*

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Teachers lacking professional expertise may not possess the requisite skills to effectively navigate encounters with students in moments of crisis or unforeseen circumstances. A comprehensive grasp of professional knowledge stands as a cornerstone in fostering proficient Turkish education. Moreover, the aforementioned assertions stem from the perspectives articulated by participating teachers within the study. While certain observations may have been directed towards specific teachers, it would be erroneous to extrapolate such findings to generalize the professional inadequacy of all primary school teachers.

Inadequate Technological Equipment and Infrastructure

It is thought by three teachers participating in the study that technological equipment and infrastructure are not provided sufficiently and therefore there are problems in Turkish education. The opinions on the subject is as follows:

> *T7: I think our age is the age of technology, you have to be competent in every field. For example, we don't have an interactive board. We use projectors. We even talked about it today, I wish there was an interactive board so that we could interact with the children a little more. Likewise, students do not have cell phones. On top of that, there is no support for the family to provide internet or a cafeteria where they can print out their homework when they are given an assignment, a task, etc., so it is bad that it is lacking.*

As technology continues to proliferate, its integration into various facets of our daily lives becomes increasingly pervasive. Educational endeavors bolstered by technological advancements are markedly more poised for success. Challenges encountered within the technological infrastructure of educational institutions are widely recognized as significant constraints impeding Turkish education among teachers.

Teachers' Lack of Openness to Innovation

Two teachers who participated in the interview see their colleagues' lack of openness to innovation as one of the problems of Turkish education. The opinion of T12 is presented below:

> *T12: I mean, our teachers are very like this, they are not open to innovation. While we are transforming a little bit, we have difficulties as teachers and as a nation. We are not very open to innovation. We are in a stable situation, we say let's not force ourselves too much. You know, we have an experience called "don't cause trouble". When you try to make an innovation or try to do something new, this is how we encounter it.*

The matter of teacher qualifications is one of the crucial aspects that needs to be emphasized in Turkish education, as it is in all fields. As expressed by participants in the study group, programs and activities supporting teachers' professional development are being organized. However, access to these resources may be limited. Therefore, it is deemed important to encourage teachers to engage in any kind of work that enables them to stay informed about innovations in the educational process and facilitates their self-improvement. Such initiatives are seen as significant in enhancing teacher qualifications. Undoubtedly, these developments will positively impact Turkish education.

Financial Inadequacy

Two of the 14 teachers interviewed consider financial inadequacy as a problem in Turkish education. The information given by T4 about the financial impossibilities of the students is as follows:

> *T4: They are in great economic difficulties. The economic situation of the child... Education is in the second, third, fourth, fifth plan for parents. For example, I know that a child in the second grade is unfortunately employed as a child laborer outside. I have witnessed it with my own eyes. There are also very difficult situations in this regard.*

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The challenge of financial constraints among individuals is perceived as a significant impediment to the optimal facilitation of educational endeavors. Regrettably, this circumstance further compromises the fundamental tenet of educational equity. Such challenges are notably prevalent in specific regions of Türkiye. As elucidated by teachers within the research cohort, students, due to economic constraints, defer their formal educational initiation, partaking instead in various extracurricular pursuits. Consequently, these individuals often struggle to attain proficiency in Turkish acquisition, mirroring difficulties encountered across diverse academic domains.

Finally, one of the interviewed teachers evaluated the rote memorization education system applied in Türkiye as a problem in Turkish education and his views are as follows:

> *T12: We don't make children write compositions or stories as much as we used to, so now it's like rote memorization. That system like the more questions you solve, the more successful you will be. I think this puts our generation in trouble both in Turkish language teaching, writing and reading comprehension.*

A teacher evaluated students' inability to comprehend what they read as a problem of Turkish education and said the following: *T8: "Children are generally unable to understand what they read or are afraid if the text is long. If the text is long, the child is afraid and does not read."*

The landscape of information undergoes rapid evolution, necessitating concurrent adaptations in instructional methodologies. As instructional content continually evolves, so too must the pedagogical strategies employed. In light of this dynamic environment, teachers are tasked with cultivating a disposition towards innovation and maintaining pace with this flux. Consequently, it becomes imperative to disrupt conventional paradigms and actualize educational encounters consonant with the constructivist ethos underpinning the curriculum. Furthermore, educational endeavors necessitate vigilant scrutiny to ensure alignment with these principles, thereby fostering effective teaching and learning practices.

Findings Related to The Second Sub-Problem

Regarding the second sub-problem of the research, teachers' recommendations for solutions to the problems experienced in Turkish education in primary school are presented in Figure 2 and Table 3 below.

Figure 2.
Teachers' Recommendations for Solutions
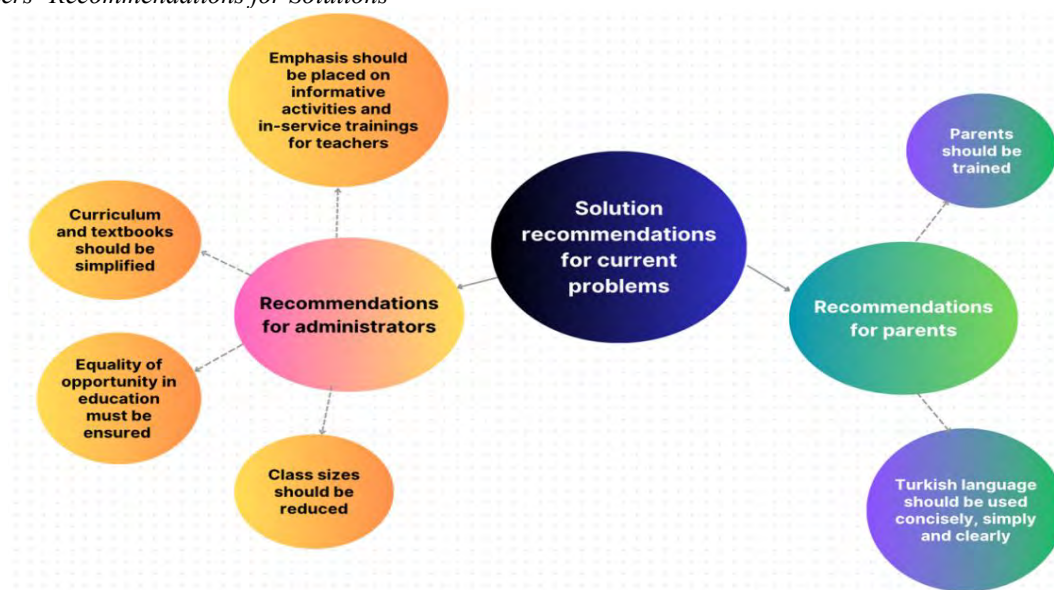
Upon examination of Table 3, it becomes evident that the teachers involved in the study provided recommendations falling under six distinct categories. These recommendations, anticipated to offer insights conducive to ameliorating challenges within Turkish education, are comprehensively deliberated upon within the subsequent sections.

Table 3.
Solution Recommendations Regarding the Problems Experienced in Turkish Education

Recommendations	f	n	Teachers expressing opinions
Emphasis should be placed on informative activities and in-service training for teachers	5	14	T3, T6, T8, T9, T13
Parents should be trained, parents should be more involved in education	4	14	T2, T3, T4, T5
Curriculum and textbooks should be simplified	4	14	T6, T7, T8, T10
Care should be taken to use simple and understandable Turkish	3	14	T6, T11, T12
Equality of opportunity in education must be ensured	3	14	T3, T5, T7
Class sizes should be reduced	1	14	T7

Emphasis Should Be Placed on Informative Activities and In-Service Trainings for Teachers

Five of the primary school teachers interviewed thought that more in-service training should be organized for teachers. T13 expresses this situation in the following sentences:

> T13: For a better Turkish education, teachers need to improve themselves, of course. These can be improved by participating in various activities during in-service trainings and seminar periods.

Education is a dynamic sphere characterized by continual evolution, necessitating teachers to continually engage in professional development endeavors. Traditional teacher education programs typically impart foundational knowledge and competencies at the undergraduate level within academic institutions. Nonetheless, such training frameworks often fall short in comprehensively addressing the swiftly evolving pedagogical paradigms, technological advancements, and advancements in educational theories. Consequently, in-service training emerges as a pivotal mechanism for teachers. By furnishing contemporary insights into prevailing educational trends, optimal methodologies, technological applications, and student exigencies, in-service training endeavors serve to augment teachers' professional acumen. Moreover, these initiatives fortify teachers' proficiencies, equipping them to assimilate innovative pedagogical methodologies and cultivate conducive learning environments within classroom settings. The provision of regular in-service training sessions ensures a sustained support mechanism for teachers, safeguarding the continuity of their professional development trajectory. Consequently, teachers are better positioned to navigate the evolving educational landscape and cater adeptly to evolving student needs. Furthermore, in-service training fosters collaborative synergies amongst teachers, facilitating knowledge exchange and engendering efficacious strategies geared towards enhancing student outcomes. Within this framework, in-service training assumes a paramount role in nurturing the professional growth of teachers and fortifying their preparedness for the dynamic educational milieu. Sustained provisions of such training interventions serve to bolster teachers' efficacy in delivering educational services by ensuring their ongoing alignment with contemporary imperatives.

Parents Should Be Trained

Four of the teachers who participated in the interview stated that families should be trained to solve the problems experienced in Turkish education. T3 presents the recommendation for the solution of this problem as follows.:

> T3: Parents should also be trained at regular intervals. I think parents should be trained at least in rural areas or in the rural areas of the center.

The significance of parental involvement in the educational continuum stands as a pivotal aspect

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underscored by numerous educators and scholars. Proactive and informed parental engagement exerts a substantial influence on the scholastic accomplishments and holistic advancement of their offspring. Parents bear the responsibility of laying a robust groundwork for their children, imparting values and ethical conduct, and fostering an environment conducive to learning. Hence, the active engagement and mindful approach of parents emerge as indispensable components for attaining educational proficiency. Concurrently, the assertions posited by teachers corroborate this standpoint, evidencing that the presence of enlightened and engaged parents markedly augments the educational achievements of children. Within this framework, the role of parents within the educational domain assumes the character of a foundational pillar in the trajectory toward success.

Curriculum and Textbooks Should Be Simplified

The four teachers who participated in the study think that the curriculum and textbooks should be simplified in order to solve the problems in Turkish education. The recommendations of the teachers about the curriculum and textbooks are as follows:

> *T6: Concepts cannot attract their interest. I think it would be useful to include more concrete, comprehensible, simple, simple reading passages in Turkish lessons that can be associated more with daily life.*
> *T8: I think there are too many activities. How will I finish so many activities in the Turkish textbook?*

The significance of a straightforward and intelligible curriculum in the Turkish education cannot be overstated. Such a curriculum affords students the chance to grasp fundamental concepts with clarity, rather than grappling with superfluous intricacies. By facilitating an uncluttered learning environment, an efficacious curriculum enables students to direct their attention solely towards the subject matter, consequently fostering a deeper and more enduring comprehension. Thus, the integration of a simplistic and coherent curriculum within Turkish education is poised to enhance students' linguistic proficiency more adeptly.

Care Should Be Taken to Use Simple and Understandable Turkish

Three of the teachers interviewed stated that we should use our language more simply and comprehensibly to solve the current problems in Turkish education with the following sentences:

> *T11: Less foreign languages should be used. They say "okay" to our teachers. I think we can say it in Turkish. So there are Turkish equivalents instead. We can use them.*
> *T12: There is also this problem in Turkish language: we have too many foreign words. When you go to the bazaar, for example, almost a third of the signs are foreign words. What do we need to do? We definitely need to return to the essence of language. There should be no shop names, I don't know, market names that use foreign words. When children greet each other, instead of speaking in Turkish they say "hello" or something like that. I don't know. They use foreign words. I mean, we have degenerated in every field... So what do we need to do? At home, at school, in television series, I don't know, on every platform that will give a message, we need to use the language as simple and understandable as possible, in accordance with its essence.*

In Turkish education, it is very important to use a simple language free of foreign words for clear communication. What makes learning effective is practicing the language by using it in natural life. For this reason, course materials and interactive practices supported with content that includes topics and concepts that students can encounter in daily life will strengthen the learning process.

Equality of Opportunity in Education Must Be Ensured

Equality of opportunity in education is very important. Four of the teachers who were aware of this mentioned this issue. The views put forward in this context are as follows:

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T3: Technological infrastructure is very important. Especially in literacy, I need to show videos. I need to support it with visuals. This should not be left only to my competence. Deficiencies in this area should be eliminated. Technological opportunities should be provided for all students in Türkiye.

T5: I say that equal opportunities should be provided to students in all schools in terms of Turkish education. In other words, these opportunities should be provided not only for schools in the center, but also for schools in rural areas.

T7: I wish there was equal opportunity in education, but I think there is no equal opportunity at all.

The fact that all students take the same exams and that there is no positive or negative discrimination in the common selection and placement exams in Türkiye emphasizes the importance of the principle of equality at the foundation of the education system. However, this equality should not be limited to justice at the time of the exam. It is important that the equality of opportunity provided in the assessment and evaluation process is valid at every stage of the education process. This approach contributes to the creation of a more inclusive environment in education by ensuring that any course, such as Turkish, is taught in a fair manner and that students reveal their potential in the best way possible. In this way, the support and opportunities necessary for each student to develop and succeed in line with their abilities can be provided equally for everyone.

In addition to these views, one of the teachers also stated that class sizes should be reduced. He expressed this opinion as *"T7: I think it would be better especially if the class size is reduced a little bit and we use the question and answer method very well with interaction."* One teacher thinks that it is important for the Turkish Language Society to establish standards for spelling and punctuation rules and that the rules should not be changed frequently. *"T8: I would like the Turkish Language Society to publish an up-to-date publication for teachers or prepare a special course for us and share it on the internet. Also, spelling and punctuation rules should not be changed too often."*

DISCUSSION

In addressing the first sub-problem of the research, the focus was on identifying the current challenges primary school teachers face in Turkish education. Based on the responses collected from the participants, a significant issue highlighted was the lack of parental involvement. This is particularly critical for primary school students, who are in the early stages of their educational journey and require substantial support to navigate the transition into formal learning environments (Tobin et al., 2022).

Research underscores the pivotal role of parental involvement in fostering students' motivation and academic success. For instance, a study by Rodriguez Oramas et al. (2022) demonstrates that active parental engagement in school-related processes positively influences children's eagerness to learn and their overall academic performance. Despite this, the teachers in the current study reported insufficient support from parents, indicating a gap between the ideal and the reality of parental involvement in Turkish education.

This finding aligns with previous research by Tümkaya and Yeşiloğlu Uçar (2021), which similarly revealed that primary school teachers perceive parental participation as inadequate. The congruence between these studies suggests that parental indifference is not an isolated issue but a systemic challenge within the educational landscape. Addressing this concern requires targeted efforts to encourage parents to take a more active role in their children's educational processes, as well as policies and initiatives designed to facilitate meaningful collaboration between families and schools.

Other important problems that the primary school teachers who participated in the research see in Turkish education are that students are not sent to pre-school education, and their readiness is low. Although these two titles are expressed as two different problems related to the first sub-problem, they actually point to the importance of readiness. Early childhood education is recognized in many countries

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as the beginning of the language education process (Wieduwilt et al., 2021). In this context, having received preschool education has a positive effect on language learning of primary school students. On the other hand, the opposite situation occurs in children who have not received pre-school education. Because the small and large muscles of students who were not sent to pre-school education do not develop sufficiently, and these students experience problems in terms of cognitive and psychomotor skills. There is a positive relationship between the readiness levels of primary school students and their school adaptation skills. In other words, students with high readiness adapt to school more easily (Kurtuluş Çalışkan & Canbulat, 2023). Again, in the study conducted by Çökük (2019), it was concluded that there was a significant negative relationship between readiness and school adjustment problems. In the study conducted by Mercan Uzun and Alat (2017), it was determined that there were academic, social, and emotional differences between students who started primary school with pre-school education and students who started primary school without preschool education.

Another current problem in Turkish education is that teachers mostly prefer traditional assessment and evaluation approaches. Students should be given the opportunity to demonstrate their knowledge, skills and abilities through different assessment and evaluation approaches. In addition to traditional assessment and evaluation approaches, alternative assessment approaches should also be used to evaluate the teaching process together with the students (MoNE, 2006). However, it is seen that teachers generally prefer traditional assessment and evaluation tools such as multiple choice, written and oral exams. One of the most important reasons for this is that the assessment and evaluation exams such as LGS, YKS, scholarship, etc. in Türkiye are multiple-choice exams. Another reason is that primary school teachers do not have sufficient knowledge about alternative assessment and evaluation approaches and experience misconceptions and confusion (Özenç et al., 2017). They are also more familiar with summative assessment, which is historically and culturally more common than formative assessment (Atjonen et al., 2022). In addition, situations such as high class sizes, the time-consuming nature of some alternative assessment and evaluation approaches, and the anxiety of completing the curriculum (Bell & Bell, 2003) are among the reasons that push primary school teachers to traditional assessment and evaluation approaches.

An individual's areas of intelligence can be visual, auditory, kinesthetic or in different ways (Gardner, 1983). By including different teaching methods and techniques in lessons, students' different senses should be addressed and more effective learning should be provided. The fact that six primary school teachers stated that traditional teaching methods and techniques are emphasized is among the current problems of Turkish education. In an inclusive education system, teachers take on the role of implementing specific techniques for learners in the language teaching process by adapting teaching methods in a diverse and creative way (Veerabudren et al., 2021). Emphasizing different teaching methods and techniques in which students are active will increase the effectiveness of teaching (Arıcı, 2006). According to the data obtained from this study, primary school teachers mostly use methods and techniques such as direct instruction, question-answer, and drama. Similarly, in the study conducted by Taşkaya and Muşta (2008), it is seen that primary school teachers mostly use direct instruction, question-answer and drama, and in this respect, the data of both studies support each other. In a related study, İnan Yıldız and Benzer (2022) state that when it comes to making grammar teaching more specific, primary school teachers stated that teaching through a separate grammar teaching material prepared by the Ministry of National Education, cartoons and Web 2.0 tools, games and drama would be effective. At this point, it is thought that the effectiveness of language teaching in general can be ensured by guiding teachers with similar practices.

One of the current problems in Turkish education in primary schools is that some teachers experience burnout. Burnout syndrome is a major public health concern and is considered a subjective experience, depending on how individuals perceive and evaluate their work. In the field of education, there are many causes and consequences of burnout in teachers (Mota et al., 2023). Teacher burnout is known to have significant negative effects not only on teachers' health, mood and job satisfaction, but also on students' achievement and adjustment (Saloviita & Pakarinen, 2020). In the study conducted by Karakelle and Canpolat (2010), it was stated that teachers with high burnout levels could not communicate effectively

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with students. According to this study, teachers with high levels of burnout often threaten students with low grades, and instead of struggling with the negativities they experience, they expect the school administration to solve them. In another study conducted by Friedman and Farber (1992), it is stated that the burnout experienced by teachers directly or indirectly affects all stakeholders from students to parents, teachers to administrators.

Teachers are "persons who are trained in higher education institutions by receiving general culture, special field and pedagogical formation education, and who carry out education and training services in formal and non-formal education institutions of all degrees and types, as well as in courses and seminars." (MoNE, 2023, p. 1). As can be understood from this definition, there are a number of professional competencies that teachers should possess. Every teacher should have pedagogical competence and the field knowledge required by his/her branch. However, the findings of the study show that not all primary school teachers have sufficient professional knowledge. The findings of the study conducted by Baysal et al. (2017) also support this conclusion reached in our study. According to Baysal et al. (2017), primary school teachers have problems in Turkish education because they do not have sufficient knowledge about curriculum, teaching methods, technique, and measurement and evaluation approaches. The student-centered education model has replaced the traditional teacher-centered education approach and brought an understanding of education in which the student actively participates in every stage of education under the leadership of the teacher (Naimanova et al., 2023). The role of the teacher in today's education systems has changed significantly from being a transmitter of knowledge to a guide who directs students towards knowledge (Kurebay et al., 2023). At this point, it is important for teachers to have all kinds of equipment required by their profession. In this context, teacher training institutions, in parallel with modern educational processes, should provide a high quality educational and training environment to prepare graduates for life in the knowledge society (Vasylykiv et al., 2023).

CONCLUSION

The insights gained from primary school teachers regarding the teaching of Turkish language at the basic education level provide significant contributions to understanding and improving educational practices. The challenges identified by teachers both within and beyond the classroom reflect the foundational issues in Turkish education. Moreover, their constructive criticisms and recommendations offer a roadmap for creating a more effective and inclusive Turkish education system. In this regard, the perspectives and experiences of primary school teachers, as the primary agents of the educational process, should be leveraged to optimize the teaching and learning of Turkish language.

To address these challenges, the Ministry of National Education and other relevant institutions should implement initiatives that enhance teacher competencies, engage parents in the education process, simplify curricula and educational materials, promote correct and effective use of the Turkish language, ensure equitable access to education, and improve school infrastructure and classroom conditions.

Recommendations

1. In-Service Training for Teachers

Regular in-service training programs, seminars, and workshops should be organized to support the professional growth of teachers and enhance their competencies in Turkish language instruction. Tailored training initiatives focusing on areas such as grammar instruction and reading comprehension can equip teachers with strategies to develop students' language skills effectively.

2. Parental Involvement in Education

Engaging parents as active participants in the educational process is critical for improving student outcomes. Schools can organize regular meetings and workshops to inform parents about their role in supporting Turkish education and suggest activities to reinforce language development at home.

3. Simplification of Curriculum and Textbooks

Curricula and textbooks should be designed to align with students' cognitive and developmental levels. Simplified and engaging content, including relatable and concrete reading materials, can enhance student engagement and comprehension. Additionally, expanding the availability of interactive digital resources can further support teachers in the classroom.

4. Promotion of Clear and Simple Turkish

Encouraging the use of clear and simple Turkish, free from unnecessary foreign influences, is essential for preserving linguistic integrity. Educational initiatives can include activities such as debates, essay competitions, and theater events to motivate students and foster correct language use.

5. Ensuring Equity in Education

Addressing disparities between urban and rural schools is essential to achieving equity in Turkish education. Steps such as appointing more teachers, providing access to technological resources (e.g., computers, internet), and reducing class sizes can create a more equitable learning environment for all students.

6. Standardization of Spelling and Punctuation Rules

The Turkish Language Society should establish consistent standards for spelling and punctuation and minimize frequent changes to these rules. Updated and accessible resources for teachers can also support their efforts in maintaining linguistic consistency in education.

7. Improving Physical and Technological Infrastructure

Modernizing classrooms, creating spacious and well-equipped learning environments, and establishing libraries and laboratories in schools can significantly enhance the quality of education. Such improvements can provide students with comfortable and stimulating spaces for learning while facilitating teachers' instructional practices.

Investing in the professional development of teachers, engaging parents, and fostering a simplified yet effective educational framework are critical for improving Turkish education. By addressing equity in educational opportunities and prioritizing the use of clear and effective Turkish, the education system can better equip students with the linguistic and cognitive skills necessary for academic success and lifelong learning. These efforts collectively contribute to building a stronger, more cohesive society that values its linguistic and cultural heritage while preparing for global challenges.

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TÜRKÇE GENİŞLETİLMİŞ ÖZET

Ana dili, bireyin içinde doğduğu toplumda ilk kez maruz kaldığı ve kendine özgü kültürel, tarihsel ve toplumsal bağlam içinde geliştirdiği iletişim araçlarını ifade etmektedir. Ana dili, bireyin kimliğinin oluşmasında temel bir rol oynar ve onun duygusal bağını güçlendirir. Bu cümleden olarak ana dili eğitimi, bireyin bu temel iletişim aracını etkin bir şekilde kullanmasını sağlar ve onun entelektüel, sosyal ve duygusal gelişimine katkıda bulunur. Ana dili eğitimi, bireyin düşünme becerilerini geliştirmesi, kültürel kimliğini koruması ve küresel dünyada etkili iletişim kurabilmesi açısından önemlidir. Bu bağlamda ana dilinin ve etkili öğretiminin bireyin yaşam boyu öğrenme sürecindeki başarısını ve toplumsal entegrasyonunu olumlu yönde etkilediği bilinmektedir.

Bireyler ana dilini birçok kanal vasıtasıyla edinmektedir. Okul öncesinde aile, akrabalar, arkadaşlar ve medya yoluyla edinilen dil becerileri, okula başlama ile daha sistemli bir biçimde gelişmeye devam eder. Örgün eğitim öncesinde, türlü yollarla gelişen dinleme ve konuşma becerilerine, örgün eğitimle birlikte okuma ve yazma becerileri eklenmektedir. Tesadüfî ve örtük öğrenmelere ek olarak okullarda resmî bir plan çerçevesinde, öğretmenler tarafından dil öğretimi yapılmaktadır.

Temel eğitim sürecinde, belli bir öğretim programı çerçevesinde yürütülen Türkçe dersinin birçok özel amacı bulunmaktadır. Temel dil becerilerini geliştirmenin yanında öğrencilerin Türkçeyi doğru ve bilinçli kullanmaları, okuma yazma sevgisi ve alışkanlığı kazanmaları, üst düzey bilişsel becerileri edinmeleri amaçlanmaktadır.

Türkçe eğitiminin başarıya ulaşması; Türkçe öğretim programı, öğretmen, aile, öğrenci, sınıf mevcudu, teknolojik alt yapı gibi birçok etkenin bir araya gelmesiyle mümkün olabilmektedir. Bu sebeple Türkiye'de 2005 yılında yapılandırmacı yaklaşıma geçilerek her derste olduğu gibi Türkçe dersinde de köklü değişiklikler yapılmıştır. Tercih edilen yaklaşımla birlikte Türkçe eğitimi sürecinde yaşanan sorunlar ve sorunlara getirilen çözümlerin de değişime uğradığı görülmüştür. Bu noktada de Türkçe eğitiminde yaşanan güncel sorunlar ve bu sorunlara yönelik çözüm önerilerinin her zaman üzerinde durulması gereken önemli bir konu olduğu düşünülmektedir.

Bu araştırmanın amacı, sınıf öğretmenlerinin Türkçe eğitiminde yaşadıkları güncel sorunları ve bu sorunlara ilişkin çözüm önerilerini tespit etmektir. Araştırmanın amacına uygun olarak nitel araştırma desenlerinden durum çalışması tercih edilmiştir. Araştırmanın çalışma grubunu sınıf öğretmenleri oluşturmaktadır. Türkiye'nin yedi bölgesinin her birinden seçilmiş 1 bayan ve 1 erkek öğretmen olmak üzere toplam 14 öğretmene ulaşılmıştır. Çalışma grubu oluşturulurken amaçlı örneklem türlerinden maksimum çeşitlilik örneklemi tercih edilmiştir. Farklı bölgelerdeki öğretmenlerin farklı sorunlarla karşılaşabilme ihtimalinden dolayı Türkiye'nin 7 bölgesinden öğretmenle görüşme yapılmıştır. Kadın ve erkek öğretmenlerin Türkçe öğretiminde farklı sorunlar yaşayabileceği ve bu sorunlara farklı çözüm önerileri geliştirebileceği düşünülerek her bölgeden bir erkek ve bir kadın öğretmen olmasına dikkat edilmiştir.

Araştırmanın verileri, yarı yapılandırılmış görüşme formlarıyla, Zoom üzerinden görüntülü görüşmeler yapılarak toplanmıştır. Veriler çevrim içi ortamda toplanmıştır. Her görüşmeden önce katılımcıların açık rızaları alınmıştır. Yapılan görüşmeler, sonrasında analiz edilmek amacıyla kayıt altına alınmıştır. Görüşme soruları hazırlanırken öncelikle literatür taraması yapılarak görüşme sorularına ilk şekli verilmiştir. Sonrasında üç sınıf öğretmeni üç de alan uzmanı akademisyenden görüş alınmıştır. Görüşme soruları, gelen öneriler doğrultusunda revize edilmiş ve sorulara son şekli verildikten sonra görüşmeye başlanmıştır. Araştırmada toplanan verilerin çözümlenmesinde içerik analizi kullanılmıştır. Geçerlik ve güvenirlik çalışmaları aşamasında araştırmanın kapsam geçerliliği, aktarılabilirliği, güvenirliği ve onaylanabilirliği ele alınmıştır.

Çalışmanın bulgularına göre sınıf öğretmenlerinin Türkçe eğitiminde tespit ettikleri sorunlar aşağıdaki maddelerde görüldüğü gibi şekillenmiştir:

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- ailelerin öğrencilerle yeterince ilgilenmemesi,
- öğrencilerin hazırbulunuşluklarının düşük olması,
- öğretmenlerin Türkçe eğitimi sürecinde geleneksel ölçme ve değerlendirme yaklaşımlarına ağırlık vermesi,
- bazı öğretmenlerin tükenmişlik duygusu yaşaması,
- öğrencilerin okul öncesi eğitim oranının düşük olması, öğretmenlerin sıklıkla geleneksel öğretim yöntem-tekniklerini kullanması,
- bazı öğretmenlerin yeterli mesleki bilgiye sahip olmaması,
- teknolojik araç-gereç ve alt yapının yetersiz olması,
- öğretmenlerin yeniliğe açık olmaması,
- maddi imkânsızlıklar,
- Türkiye'de uygulanan ezberci eğitim sistemi.

Çalışmada yer alan öğretmenler, tespit ettikleri yukarıdaki sorunların çözümlerine yönelik olarak aşağıdaki önerileri sunmaktadır:
- öğretmenlere yönelik bilgilendirici çalışmalara ve hizmet içi eğitimlere ağırlık verilmeli,
- ailelere eğitim verilmeli, aileler eğitime daha fazla dahil edilmeli,
- öğretim programı ve ders kitapları sadeleştirilmeli,
- Türkçeyi sade ve anlaşılır kullanmaya özen gösterilmeli,
- eğitimde fırsat eşitliği sağlanmalı,
- sınıf mevcutları azaltılmalı.

İlkokul düzeyinde Türkçe eğitimini gerçekleştiren sınıf öğretmenlerinin deneyimleri, eğitim öğretim süreçlerinin daha sağlıklı yürütülmesinde önemli veriler sunmaktadır. Sınıf öğretmenlerinin temel eğitim düzeyinde eğitim durumları ile ilgili sınıf içi ve dışında tespit ettikleri sorunlar, Türkçe eğitiminin temel sorunlarını ortaya koymaktadır. Ayrıca bu sorunlara ilişkin yapıcı eleştiri ve önerileri, daha etkili bir Türkçe eğitiminin yapılmasına da yardımcı olmaktadır. Bu noktada sınıf öğretmenlerinin Türkçe eğitimi sürecine ilişkin önerileri dikkate alınmalı, sahada olup süreci yürüten bu başaktörlerin deneyimlerinden azami ölçüde yararlanılmalıdır. Millî Eğitim Bakanlığı ve ilgili kurumlar; öğretmen yeterliliklerini artıran, velileri eğitim öğretim süreçlerine dahil eden, öğretim programları ve materyallerini daha kullanışlı hâle getiren, Türkçeyi doğru kullanmayı teşvik eden, eğitimde fırsat eşitliğini sağlayan, okulların bina ve derslik imkânlarını geliştiren düzenlemeleri yapmalı ve bu konuda projeler üretmelidir.