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EPÖDER EĞİTİM PROGRAMLARI VE ÖĞRETİM DERNEĞİ
TURKISH CURRICULUM AND INSTRUCTION ASSOCIATION

ULUSLARARASI EĞİTİM PROGRAMLARI VE ÖĞRETİM ÇALIŞMALARI DERGİSİ

*International Journal of Curriculum and
Instructional Studies*



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From the Editor In Chief

The year of 2020 will be remembered as a year that profoundly affected many areas of our lives including our academic life. We have experienced and witnessed how schools, teachers, students, and other stakeholders were affected by the pandemic that evolved so far beginning early this year. It was inevitable that this year, which we are currently preparing to say goodbye to, will also be affected in terms of educational science research. In addition, within the framework of ULAKBİM TR Dizin indexation rules that are followed in our journal admitted in 2020 and prompted the ethics committee report on the publications will be published in the number of this year, it has also affected our magazine as well as many academic journals in Turkey. However, we were aware that scientific studies should be carried out within the framework of "Research and Publication Ethics". In this respect, we could not accept some articles sent to our journal for this reason.

As the second and last issue of the "International Journal of Curriculum and Instructional Studies", there are two research articles in the Volume 10 Issue 2, which were published only in English with an extended Turkish summary. The first one is an interesting article titled "Investigation of Ethnopedagogical Factors in Teacher Education: Kyrgyzstan Sample" written by Yaprak Alagöz Hamzaj and Kıymet Selvi. In this article, the authors conducted a remarkable research on the Kyrgyz teacher training system.

The article titled "The Analysis of Critical Attainments Determined During Pandemic Process in Eighth Grade Curriculum According to 21st Century" written by Funda Uysal, İmgehan Özkan Elgün in the issue may be considered important in terms of providing a analytical perspective on the critical attainments in the curriculum during the pandemic process we are experiencing. We congratulate the authors who contributed to our issue for their invaluable work and wish them continued success. In addition, we would like to thank the all referees, editors and the editorial board members, who carefully examined the articles, for their meticulous work and contribution to the publication of the journal.

We call on all educators working in the field of Curriculum and Instruction to submit original and scientific studies to our journal.

With my best regards.

Prof. Dr. Kerim GÜNDOĞDU

Baş Editörden

2020 yılı, akademik açıdan olduğu kadar, yaşamımızın birçok alanını derinden etkileyen bir yıl olarak anılacaktır. Yıl içerisinde baş gösteren pandemi sürecinden özellikle okulların, öğretmenlerin, öğrencilerin ve diğer paydaşların nasıl etkilendiğini yaşayarak gördük. Son günlerini yaşadığımız bu yılın eğitimbilim araştırmaları bakımından da etkilenmesi kaçınılmazdı. Ayrıca Dergimizin dizinlenmekte olduğu ULAKBİM TR Dizin kuralları çerçevesinde 2020 yılında başvuran ve bu yıla ait sayıda yayımlanacak yapılan yayınlara ait etik kurul raporlarının istenmesi, Türkiye'de birçok akademik dergiyi olduğu gibi dergimizi de etkiledi. Bununla birlikte, bilimsel çalışmaların 'Araştırma ve Yayın Etiği' çerçevesinde gerçekleşmesi gerektiğinin de farkındaydık. Bu bakımdan, dergimize gönderilen bazı makaleleri bu nedenle kabul edemedik.

"Uluslararası Eğitim Programları ve Öğretim Çalışmaları Dergisi"nin 2020 yılının ikinci ve son sayısında, yalnızca geniş Türkçe özete sahip İngilizce olarak yayımladığımız 10. Cilt 2. Sayıda iki araştırma makalesi yer almaktadır. İlk makale Yaprak Alagöz Hamzaj ve Kıymet Selvi tarafından yazılan "Öğretmen Eğitimi Programlarındaki Etnopedagojik Öğelerin İncelenmesi: Kırgızistan Örneği" başlıklı oldukça ilginç bir makaledir. Bu makalede yazarlar Kırgızistan öğretmen yetiştirme sistemine yönelik oldukça ilginç bir araştırma gerçekleştirmişlerdir.

Sayıda yer alan "Sekizinci Sınıf Öğretim Programlarında Pandemi Süreci İçin Belirlenen Kritik Kazanımların 21. Yüzyıl Becerileri Bağlamında İncelenmesi" başlıklı makale ise yaşadığımız pandemi sürecinde öğretim programlarında yer alan kritik kazanımlara ilişkin eleştirel bir bakış açısı sağlaması açısından önemli görülebilir. Sayımıza katkı sağlayan yazarları çalışmalarından dolayı kutluyor ve başarılarının devamını diliyoruz. Ayrıca başta makaleleri titizlikle inceleyen alanında uzman hakemlere, tüm editörlerimize ve editörler kuruluna dergimizin yayımlanması için yapmış oldukları titiz çalışmaları ve katkılarından dolayı çok teşekkür ediyoruz.


Eğitim Programları ve Öğretim alanında çalışan ülkemizdeki ve dünyadaki tüm eğitimcileri dergimize bilimsel niteliği yüksek ve özgün çalışmalar göndermeleri için çağrıda bulunuyoruz.

Esenlik dilekleriyle.

Prof. Dr. Kerim GÜNDOĞDU

Investigation of Ethnopedagogical Factors in Teacher Education:

Kyrgyzstan Sample

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Abstract

The purpose of this study is to investigate the ethnopedagogy education in the teacher education programs in Kyrgyzstan. Basic qualitative research method was applied in the study. The data were collected through document review and interviews with graduate students from Kyrgyz-Turkish Manas University and instructors. The researcher stayed in Bishkek, Kyrgyzstan for 50 days to collect the data, the documents and to plan and conduct the interviews. The data collected via document review and interviews, were analyzed by content analysis method. As a result of the analysis, information about the ethnopedagogy class at Kyrgyz-Turkish Manas University teacher education program was reviewed and the instructors' opinions about ethnopedagogy education at teacher education programs and the graduate students' opinions about the ethnopedagogy class were identified. The most important result can be seen as that instructors and students give great importance to ethnopedagogy and adopt its ideas. They also indicated further insight and concrete proposals. As a country with a deep and rich history, it would be a great chance for Turkey to benefit from this educational experience.

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* This study was produced from the corresponding author's master's Thesis titled 'Investigation of Ethnopedagogical Factors in Teacher Education: Kyrgyzstan Sample', which was supported under the project (no 1509E618) accepted by the Scientific Research Projects Commission of Anadolu University. The study was also presented as oral presentation in the 26Th International Conference on Educational Sciences, 20-23 April 2017.

Introduction

Since societies began to emerge, they developed systems to educate future generations and to convey the common characteristics of the society they are in. Rules, principles, traditions, values, historical and socially important events based on past and current generations' experiences are

conveyed to new generations in order to maintain that community. This system, which is based on people's own experiences, is referred to as 'folk education' (Volkov, 1974). Folk education is defined in the literature as follows:

"Information, experience and methodology that covers educational ideas and experiences reflected in the resources such as oral and written works of the people, customs and traditions, clothing styles, eating habits, marriage, birth, death ceremonies, music and art studies, concise words, games, toys with their purposes, methods and materials and that relates to all people without any discrimination according to features such as gender and age" (Alimbekov, 2012).

Ethnopedagogy, on the other hand, appears as a branch of science that enables the research of folk education and its role in the development of contemporary education system. Folk education is considered as a system that of scientific examination described as ethnopedagogy as also named as "folk education system" in the literature.

The term ethnopedagogy was created by combining the words "ethnology and pedagogy". This concept entered the world of science by the works of Volkov carried out in the 1960s and 1970s. In 1974 Volkov described ethnopedagogy as a branch of science that explores the pedagogy of the family and nation in terms of experience, perspective and social balance in our lives in general (as cited in Alimbekov, 2007). Latyshina & Khayrullin (2014) defined ethnopedagogy briefly as a discipline that works the possible use of folk culture and pedagogy for educating the young generation. Zaydullina (2015) describes ethnopedagogy as an organic component of general pedagogy that aims to restore the knowledge, skills and personality traits that people value. From this point of view, it can be said that ethnopedagogy, as well as expressing the concept of folk education system, is a branch of science that explores, systematizes and extends folk education. Folk education expresses its own educational ideas, methods, experiences and practices which is formed by the people themselves, while ethnopedagogy refers to the discipline scientifically researching, systematizing and presenting these ideas, methods and experiences of the people. In other words, folk education is the basis and source of ethnopedagogy science. When characteristics of ethnopedagogy are considered, it can be said that the original knowledge of a society and the wisdom that the society has developed with this knowledge are based on very strong foundations and have a solid structure. Ethnopedagogy's handling of such a strong and solid knowledge as a resource is very important for today's education to be realized more effectively.

Ethnopedagogy develops as a discipline for two main purposes. The first one is to make systematic research of ideas and experiences about the folk education that people have acquired from the past to the present, developed gradually in their daily life and reflected in their oral and written works and traditions. The second one is to investigate the ways of using this rich structure of folk education effectively in today's education systems and programs and to offer suggestions about it (Alimbekov, 2007). Ethnopedagogy also examines national educational methods and traditions from a scientific point of view (Shavadi, 2015). Thus, ethnopedagogy is quite important in respect to being beneficial for the practice not only because it systemically explains the folk education that exist but also because it aims to contribute to today's education based on those explanations. Some problems and fields of study which ethnopedagogy focuses on are listed by Alimbekov (2012):

- To bring the child to society based on the basic pedagogical gains of the people,
- To examine the basic sources of peoples' pedagogical science and experiences,
- To investigate the content, achievements and characteristics of the traditional cultural education adopted by the public,
- Examine the factors affecting teaching in folk education,
- To examine the methods of teaching in folk education,
- To investigate and examine the tools of teaching in folk education,

- To examine the structures and educational concepts of human being in social lifestyle,
- To compare the peoples of the world in terms of pedagogical features and to reveal similarities and differences,
- To study on folk educators,
- To study the ideal types of people who are pedagogically settled among the peoples and to work on the development of today's educational programs in ethnopedagogical aspects,
- To work on the development of ethnopedagogical competencies of teachers and parents.

Ethnopedagogy has a very important place in the development and existence of nations as a newly developing discipline basically for two interrelated reasons. Firstly, it focuses on the values and characteristics that have been created by the people themselves in a special way, and then it enables folk education to be visible and scientifically and systemically researched. Anwar-Hafid et al. (2015), who stated that ethnopedagogy sees local knowledge and wisdom as the source for the recovery and development of society, expresses the characteristics of the local knowledge and wisdom which they quoted from Alwasilah (2008):

- Obtained through experience,
- Tested for centuries,
- Adaptable to contemporary culture,
- Combined with daily practice and social life,
- Generally applied by an individual or community,
- Always live and variable,
- It is largely associated with the belief system.

Today, folk education and ethnopedagogy are trying to survive in the education system and their presence in the education system can be seen in Figure 1:

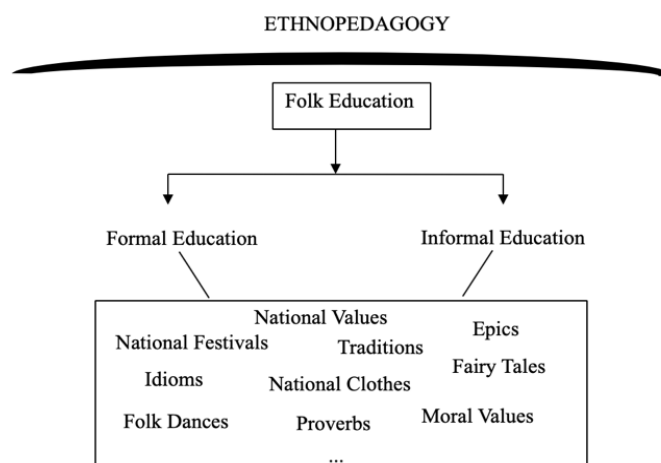


Figure 1. *Ethnopedagogy and folk education in the education system*

As it is seen in Figure 1, ethnopedagogy encompasses all elements of folk education and can now be carried out through formal or informal education. The elements of folk education and ethnopedagogy such as national values, traditions, epics, proverbs, etc., are included in both formal and non-formal education and also can be transferred by parents, environment and society through informal ways.

From an ethnopedagogical point of view, the values of the peoples and their past experiences are sometimes conveyed by the family elders, sometimes minstrels, poets, writers or fairy tales as teachers. There are many educational elements that come from ancient times and are still used, such as proverbs, epics, educational tales and poems. Today, however, the educational role of ethnopedagogy which is the transfer of culture and values, is being largely done by teachers in the education system. This means teachers should be informed about this in order to effectively develop folk education roles within the ethnopedagogy. Therefore, ethnopedagogical training of teachers is one of the most important issues of ethnopedagogy. Professional preparation of the teachers for ensuring that the education of children is in accordance with the values of the nation has been at the center of the thought of all the scholars of all societies. Volkov, who established a relationship between the life stories of the great and classical educators and the educational views, have come to the conclusion that 'the folk educators have always been great, and the great educators have always been interested in folk' (Alimbekov, 2015). Today, what is expected from a modern teacher is not only to act as a source of information, but also to work in multicultural environments, to be aware of his / her own ethnic culture and to respect and be aware of other ethnic cultures (Kuzmin et al., 2014). In this respect, the importance of the teachers' knowledge about the values, culture, customs and traditions of the society they live in, and the importance of being able to transfer these to the students are increasing day by day. Teachers' ability to acquire these knowledge and competences depends on their ethnopedagogical training. Alimbekov (2015) draws attention to the fact that educating teachers in an ethnopedagogical aspect is an integral and inevitable part of the training of qualified educators, besides, ethnopedagogical competence of the teacher is a humanistic and integrative feature.

Although ethnopedagogy is a newly formed field, its ideas date back to long before. The great educators interested in folk and education and their ideas have formed the basis of the emergence of ethnopedagogy in teacher education. Comenius, Pestalozzi, Ushinsky and Russian writer and educator Leo Tolstoy can be named as some of these outstanding great educators.

As explained above, ethnopedagogy is of great importance in terms of effective educational experiences and values brought from the past to contribute to today's education. In order to achieve this aim, first of all, the curricula should be developed in terms of ethnopedagogy, and the ethnopedagogical competence of the teachers should be ensured in order to apply these curricula in a qualified manner.

With the increasing importance given to ethnopedagogy in teacher training, studies in which teacher education programs are examined from an ethnopedagogical point of view become more important. Unfortunately, no Turkish source has been encountered on this subject except Alimbekov (2007) and available English resources are limited. The fact that the countries in which ethnopedagogy is especially emphasized is that of Russia and Central Asian countries, the studies on this subject are concentrated in Russian or other Central Asian languages such as Kyrgyz and Kazakh language. In this study, the case of Kyrgyzstan, which has a rich content in terms of ethnopedagogy applications in both the ethnopedagogy studies and teacher education, is examined.

The importance of ethnopedagogy in Central Asian countries is linked to their educational backgrounds. At the period of the Soviet Union, schools were seen as a means of demolishing society from national values, and those values began to disappear in the individuals raised from the perspective of communism (Alimbekov, 2015). In recent years, especially in post-independence Kyrgyzstan, many concepts, new disciplines, programs and textbooks have been developed in order to improve the content of education in the elementary schools on the basis of ethno-cultural values, and the effectiveness of these efforts has been based only on the ethnopedagogical aspects of the teachers (Alimbekov, 2015). However, the fact that the content of ethnopedagogical education could not be based on scientific foundations has become one of the most important problems in this field. This study is thought to be important in terms of increasing the number of scientists working on this subject,

making more studies and contributing to the literature in order to increase awareness in Turkish literature to eliminate the problems experienced in ethnopedagogical science.

Eventually, in this study, it is aimed to examine ethnopedagogy education in teacher education programs in Kyrgyzstan. Within the scope of this general objective, the following sub-objectives were sought:

1. What are the features of the Ethnopedagogy course such as purpose, content and learning outcomes?
2. What are the opinions of the educators about ethnopedagogy education in teacher education programs in Kyrgyzstan?
3. What are the opinions of the students who have received a graduate level ethnopedagogy education?

Method

Research Design

Considering the aim, basic qualitative research design was applied in this study in order to examine the course features and the opinions of Kyrgyz educators and students on ethnopedagogy education in Kyrgyzstan teacher training programs. As Merriam (2009) states basic qualitative research is used for understanding how people make sense of their lives and interpret their experiences. Therefore, the purpose of this study is to examine ethnopedagogy education in teacher education programs in Kyrgyzstan via course documents and opinions of instructors and students about their experiences of ethnopedagogy.

Participants

Convenience sampling and snowball sampling were used to determine the participants for interviews. Of the four instructors reached in Bishkek working on this subject three of them were interviewed. Interviews with two of the Kyrgyz instructors were in Turkish whereas the other in Kyrgyz. Since the subject did not speak Turkish the interview was carried out with the help of translation of a bilingual Kyrgyz doctoral student. The interviews were transcribed, and the Kyrgyz parts were translated into Turkish by the same bilingual student. Information about the participants and the interviews are shown in Table 1 and Table 2 below:

Table 1. *Information about the Instructors Participating in the Interviews*

<i>Instructor</i>	<i>Gender</i>	<i>Research field about ethnopedagogy</i>	<i>Language of the interview</i>	<i>Interview Duration</i>
I1	F	Ethnopedagogy education in teacher training	Kyrgyz	50 min
I2	M	Ethnopedagogy education in teacher training	Turkish	45 min
I3	F	Ethnopedagogy and interculturality	Turkish	35 min

Table 2. *Information about the Graduate Students Participating in the Interviews*

<i>Code Name</i>	<i>Gender</i>	<i>Study Field</i>	<i>Graduate Level</i>	<i>Interview Duration</i>
S1	F	Geography-Kyrgyz language and literature	Master's Degree	30 min
S2	F	English	Master's Degree	40 min
S3	F	Clothing	Master's Degree	35 min
S4	F	English	Master's Degree	30 min
S5	M	History	Doctorate	25 min

Data Collection Tools

Two semi-structured interview schedules both for the instructors and the students were prepared based on the information obtained as a result of the literature review. The interview schedules were reviewed in the aspects of structure, language, expression and subject scope by experts. In all interviews, the participants stated that they attend the study voluntarily by signing the voluntary participation form.

Data Collection

The data were obtained through document review and interviews in line with the purpose of the research and the research questions. In order to follow the research more closely, to reach the necessary resources and documents and to plan and conduct the negotiations, the researcher stayed in Bishkek, the capital of Kyrgyzstan for 50 days.

In the first phase of this research, the related literature about ethnopedagogy, ethnopedagogical training of the teachers, historical foundations and practices in Kyrgyzstan along with ethnopedagogy course syllabuses were reviewed. In the second phase of the study, the interviews with instructors and graduate students were carried out.

Data Analysis

The data obtained through the document review and interviews were analyzed by the content analysis method which is a qualitative data analysis technique. Expert opinion was consulted during the analysis phase. The data sets, codes and themes were reviewed five times in total by the researcher, then the raw data, the codes and the themes created were reviewed by the other researcher and the reliability level was calculated as 89% (Miles & Huberman, 1994).

Results

The data obtained from the document review and interviews are presented in three sub-sections considering the aim of the study.

Findings Related to the Ethnopedagogy Course

At the undergraduate and graduate levels, the course of ethnopedagogy was examined and as a result, information about course type, weekly course hours, language used in the course, purpose, learning outcomes, content and assessment-evaluation were obtained. The findings related to the mentioned information are shown in Table 3.

Table 3. *General Information about the Ethnopedagogy Course*

Course name	Ethnopedagogy	Ethnopedagogy
Level	Undergraduate	Graduate
Weekly hour (Theory+Practice)	3+0	1+2
Type	Elective	Elective
Language	Kyrgyz	Kyrgyz
Aim	Methodological and theoretical preparation of pre-service teachers for the development of education on the basis of ethnopedagogy.	To enable the teacher candidates to have knowledge about ethnopedagogy and its characteristics and basic sources of folk education.

The course is offered in undergraduate and graduate level as an elective course in Kyrgyz language. While it is a three-hour theoretical course at undergraduate level, the two hours of the three-hour course is practice at the graduate level. Although the aim of the course is generally to provide students with theoretical knowledge at both levels, the aim is explained as to provide pre-service teachers at undergraduate level with the theoretical and methodological preparation for the development of education on the basis of ethnopedagogy while it is to enable the teacher candidates to have knowledge about ethnopedagogy and its characteristics and basic sources of folk education at graduate level. The following Table 4 presents the content of ethnopedagogy course at undergraduate and graduate levels:

Table 4. *The Content of Ethnopedagogy Course*

Level	Undergraduate	Graduate
Content	Pedagogical thoughts and cultural development of Turkish peoples.	Ethno-national pedagogy and basic concepts.
	Kyrgyz and Turkish peoples' educational ideas (folk education).	National pedagogy resources.
	Analysis of educational ideas in the works.	Pedagogical phenomenon: Epic of Manas.
	Analysis of Turkish epics in terms of education (applied).	Pedagogical education of the folk.
	Educational ideas in Orkhun-Yenisei inscriptions.	Basic principles of national education.
	Educational considerations in the works of Kashgarli Mahmut.	Traditional education system.
	Educational thoughts in Dede Korkut stories.	Physical education in national education.
	Science and education problems in the works of Yusuf Khass Hajib Balasaguni.	Education system.
	Educational ideas of Rumi and Yunus Emre, representatives of Sufi poetry.	The aesthetic education of the people.
	Ahmet Yesevi and education.	Pedagogical competence of a teacher.
	Educational thoughts in other Kyrgyz epics.	

As can be seen in Table 4, the course differs considerably in terms of content at the undergraduate and graduate levels. At the undergraduate level, it is observed that some of the important works in the literature or the major thinkers' educational thoughts are emphasized. On the graduate level, it is seen that the scientific foundations of ethnopedagogy and the general and upper-level topics are emphasized. Therefore, by giving information about the historical foundations of ethnopedagogy and important thinkers about this subject at the undergraduate level, it is attempted to raise awareness about the ethnopedagogical characteristics of the Turkish and Kyrgyz peoples and to enable teacher

candidates to make use of these issues when they start to teach. At the graduate level, it can be stated that there is an effort to make students be more specialized in ethnopedagogy besides raising awareness about ethnopedagogy.

Table 5. *The Learning Outcomes of the Ethnopedagogy Course*

<i>Level of the course</i>	<i>Undergraduate</i>	<i>Graduate</i>
<i>Learning outcomes</i>	To be aware of Kyrgyz and Turkish rich educational heritage.	To know ethnopedagogical methodological principles in terms of educational history.
	To be able to know and distinguish the resources of Kyrgyz and Turkish peoples' rich educational heritage.	To gain a deep understanding and true interpretation ability of the key concepts, expressions and values in ethnopedagogy.
	To be able to analyze the educational heritage of the Kyrgyz and Turkish peoples.	To gain experience in the development of education ethnopedagogically.
	To benefit from Kyrgyz and Turkish peoples' educational heritage for contemporary education.	To have a critical approach in teaching activities.

As can be seen in Table 5, the learning outcomes at the undergraduate and graduate levels of the course are indicated in accordance with the purpose and content of the course. The learning outcomes of the course include analysis at the undergraduate level and both analysis and practice at graduate level. Furthermore, the learning outcomes aimed at gaining the skills and experience at the graduate level indicate that the learning outcomes of the practice parts at this level are also included. That means the outcomes are compatible with the course design.

Findings Related to the Opinions of Instructors

In this section, the results of the analysis of semi-structured interviews with ethnopedagogy instructors about the importance, purpose, rationales, problems of ethnopedagogy in teacher education programs and recommendations are discussed. The views of the instructors about the importance of ethnopedagogy education in teacher education programs in Kyrgyzstan are shown in Table 6 below:

Table 6. *The Opinions of the Instructors about the Importance of Ethnopedagogy Education in Teacher Education Programs in Kyrgyzstan*

<i>Theme</i>	<i>Importance of ethnopedagogical education</i>
Importance for the country	Raising children according to national values
	Having an important function for the realization of national ideology
Importance for the teacher education	Being significant for quality teacher training
	Being important for personality development of teacher candidates

As can be seen in Table 6, a total of four views have emerged about the importance of ethnopedagogy education in the teaching programs of teachers in Kyrgyzstan. It was found that the opinion of "importance for raising children according to national values" was repeated by the two instructors. In the same way "Having an important function for the realization of national ideology" was also expressed by three instructors. In terms of the importance for teacher education, the

importance of quality teacher training and personality development of teacher trainees are emphasized.

Instructors were asked about “what should be the objectives of ethnopedagogy education in teacher education programs in Kyrgyzstan” and the opinions reflected are shown below:

Table 7. *The Opinions of the Instructors about the Purpose of Ethnopedagogy Education in Teacher Education Programs in Kyrgyzstan*

<i>Theme</i>	<i>Purpose of ethnopedagogical education</i>
Purpose for the country	To protect the national values of the people Revitalizing national education Maintaining and improving folk education To ensure that people / students from different countries know each other
Purpose for the teacher education	To infuse their duties to teacher candidates in terms of ethnopedagogy To enable teacher candidates to gain the necessary skills to perform their duties in terms of ethnopedagogy To make teachers learn the methods of ethnopedagogy To enable teachers to recognize students from minority people

The views of the instructors about the purpose of ethnopedagogy education in teacher training programs in Kyrgyzstan were combined in two themes. All the three instructors stated, ethnopedagogy education has goals both for the country and for the professional development of pre-service teachers. As the purpose for the country, four aims were “to protect the national values of the people, revitalizing national education, maintaining and improving folk education and to ensure that people / students from different countries know each other” were stated. The purpose of the teacher education for them was “to infuse their duties to teacher candidates in terms of ethnopedagogy, to enable teacher candidates to gain the necessary skills to perform their duties in terms of ethnopedagogy, to make teachers learn the methods of ethnopedagogy and to enable teachers to recognize students from minority people”.

The views of the instructors on the rationales for ethnopedagogy education in Kyrgyzstan teacher education programs are shown in Table 8:

Table 8. *The Opinions of the Instructors about the Rationales of Ethnopedagogy Education in Teacher Education Programs in Kyrgyzstan*

<i>Theme</i>	<i>Rationales of ethnopedagogical education</i>
Social structure of Kyrgyzstan	Receiving a lot of immigration Being a multinational state The presence of many foreign students Large number of foreign schools Having had two major revolutions The fact that families cannot fulfill their responsibilities to transfer national values to their children The effect of the Manas epic on the Kyrgyz people
The effects of the Soviet Union on Kyrgyzstan	Influence from Russian culture Loss of national values

As seen in Table 8, their opinions about the rationales of ethnopedagogy education were stated as receiving a lot of immigration, being a multinational state, the presence of many foreign students, large number of foreign schools, having had two major revolutions, the fact that families cannot fulfill their responsibilities to transfer national values to their children and the effect of the Manas epic on the Kyrgyz people besides influence from Russian culture and loss of national values. When looked at Table 8 it is seen that the rationales for ethnopedagogy education is in relation to the need for ethnopedagogy itself. Thus, it can be said that the causes that give rise to ethnopedagogy also led to the emergence of ethnopedagogy education.

As a result of the analysis of the interviews with the instructors, some problems in the implementation of ethnopedagogy education in teacher education programs were identified. The instructors highlighted the following problems in Table 9:

Table 9. *The Opinions of the Instructors about the Problems of Ethnopedagogy Education in Teacher Education Programs in Kyrgyzstan*

<i>Problems related to ethnopedagogical education</i>
A significant reduction in course time with the impact of the Bologna process
The fact that modern understanding of education is far ahead of ethnopedagogy
The fact that educational books and materials are not authentic to the people
Having some educators against ethnopedagogy

The instructors who stated their opinions on ethnopedagogy education in teacher education also made some suggestions to make this education more effective. The instructors who attended the interviews made seven suggestions to make to ethnopedagogy education more effective in teacher training programs. These suggestions are shown in Table 10.

Table 10. *The Suggestions of the Instructors about the Ethnopedagogy Education in Teacher Education Programs in Kyrgyzstan*

<i>Suggestions</i>
Effective ethnopedagogical training of prospective teachers
Integrating ethnopedagogy with contemporary educational information and technologies
Development of an original teacher training system
Educational books and materials to be original
Increasing the number of scientists involved in ethnopedagogy
Publication of researches about ethnopedagogy in popular journals as well as academic journals
Opening courses related to cultural history of different countries

Findings Related to the Opinions of Students

The results of the analysis of semi-structured interviews with students who attended the ethnopedagogy course at graduate level is discussed in this section. The results composed of the themes as follows; their opinions about the course, their responsibilities for the course, knowledge and abilities they obtained from the course and their recommendations. Table 11 shows the responsibilities expected by the students to be fulfilled within the scope of the ethnopedagogy course.

Table 11. *The Responsibilities Expected by the Students to be Fulfilled within the Scope of the Ethnopedagogy Course.*

<i>Responsibilities of the students in the ethnopedagogy course</i>
Preparing theoretical research homework about each topic
Presenting examples from their own experiences
Making an ethnopedagogical examination and presenting it in the classroom
Preparing and publishing articles at the end of the course

As seen in Table 11, students have the responsibilities of doing some researches as homework, presenting examples from their own lives and besides, doing a real research and publishing it. Considering these responsibilities, it is seen that the students are quite active in the course and has many responsibilities to fulfill.

The students were asked to express their feelings about the ethnopedagogy course, and they defined the course as follows in Table 12:

Table 12. *The General Opinions of the Students about How the Ethnopedagogy Course was*

<i>Descriptions of the students for the ethnopedagogy course</i>
Active
Astonishing
Exiting
Interesting
Philosophical
Serious

One of the students stated that the course was both surprising and interesting, and each of the other opinions was indicated by different students. Therefore, students expressed their thoughts about the lesson in different words. It can be said that the content of the course or the activities in the course, with the views of the students, surprised the students, but also made them think.

When the students were asked about what they have learned in the course and what knowledge they were given, they stated the following information in Table 13:

Table 13. *The Knowledge Students Obtained in the Ethnopedagogy Course*

<i>Theme</i>	<i>The knowledge students obtained</i>
Ethnopedagogy as a science	Folk education and its features
	The emergence and development of ethnopedagogy
	Importance of ethnopedagogy
	Features of ethnopedagogy
	The scope of ethnopedagogy
	Sources of ethnopedagogy
	Choosing the right ethnopedagogical resources
	Relationship of ethnopedagogy with other sciences
Role of ethnopedagogy in education	Ethnopedagogical research methods
	The importance of ethnopedagogical resources in education
	Importance and usage of cultural values in terms of education

(Table 13 Cont.)

	Benefiting from folklore in terms of ethnopedagogy
Kyrgyz ethnopedagogy	The importance of ethnopedagogy for Kyrgyz people
	The original characteristics of Kyrgyz ethnopedagogy
	Child raising in Kyrgyz

The analysis in Table 13 shows that the students who attended the ethnopedagogy course gained some knowledge about ethnopedagogy as a science, role of ethnopedagogy in education and Kyrgyz ethnopedagogy in general and other knowledge in these themes. It was found out that teachers thought that they gained some competences in terms of their professional development as well as the knowledge they acquired in the course. These competences are shown in Table 14.

Table 14. *The Competences Students Gained in the Ethnopedagogy Course*

<i>The competences students gained</i>
To be able to use ethnopedagogical resources for educational purposes
To be able to provide support for teaching by using ethnopedagogical resources
To be able to share what he / she knows about ethnopedagogy with his / her students
To be able to enable their students to gain the identity of their people
To be able to lead students from different nationalities to respect each other
To give students the right habit

When looked at the competences the students gained during the course, it can be seen that the course was useful for their professional development in the sense of ethnopedagogy enabling them to use their knowledge in their own teaching. It is seen that the ethnopedagogy course also provided them with support and solutions to reflect on their classrooms with students from different nations.

Finally, the students were asked to give some suggestions on the course to be more effective and their suggestions are indicated below in Table 15:

Table 15. *The Suggestions of the Students about the Ethnopedagogy Course*

<i>Suggestions</i>
Having practical activities where students can conduct research in the village
An applied course; for example, "ethnopedagogy internship"
Doing cultural visits in the course
Spending time with the elderly people within the course

When the students' suggestions about the course are examined, it is seen that they are oriented towards practical activities. Therefore, it can be said that although the course is theoretical, more applied researches and real-life experiences should be taken into consideration.

Based on the findings of the research, some of the significant results can be listed as follows:

- Ethnopedagogy education in teacher education programs is important both for transfer of national culture and teacher training in the country as its transmitters.
- Prospective teachers believe that Ethnopedagogy education aims to reach important goals in terms of cultural traits and values of the country by raising new generations.

- The most important reasons for the need for ethnopedagogy education in teacher education programs are the social structure of Kyrgyzstan and the effects of the Soviet Union on Kyrgyzstan.
- Kyrgyzstan being a multinational state affected by the Russian culture during the Soviet Union and with many foreigners accommodated in the country, has resulted in the emergence of ethnopedagogy and ethnopedagogy education.
- With the impact of the Bologna process, there has been a significant decrease in the number of courses that incorporates ethnopedagogy training in teacher education programs.
- The instructors believe that the Bologna process, the concept of modern education, and the fact that educational books and materials are not of a public nature lead to problems during ethnopedagogy education in teacher education programs.
- By fulfilling the responsibilities, graduate students actively participate in the class and present a scientific study at the end of the course.
- Graduate students described the lesson as active, philosophical, serious, surprising, exciting and interesting. No negative comments were made about the course.
- The ethnopedagogy course has given some competencies to graduate students in terms of teaching and thus contributed to their professional development.
- In the ethnopedagogy course, trainees wanted to organize more practical activities and benefit from real life experiences.

Discussion, Conclusion and Implications

All text Ethnopedagogy is a new education-related approach that is closely related to all processes related to education, and in particular to curriculum development. Ethnopedagogy, which is closely related with the theoretical foundations of curriculum, aims, content, teaching methods and techniques of education, is especially effective in transferring social and cultural values to younger generations. In particular, it is necessary to reveal the relationship between ethnopedagogy and teacher education and to discuss it in relation to teacher education programs. For this reason, it is important to examine ethnopedagogy practices in teacher education in the countries where ethnopedagogy is applied in teacher education. One of the common aims of all education systems is to teach both scientific and social experiences together at school. It would be appropriate to use ethnopedagogy to realize this aim of education and to realize the socialization and culturing function of the school.

This study was conducted in Kyrgyzstan, where the topics such as ethnopedagogy and training of the teachers in terms of ethnopedagogy were studied intensely. By doing so, it was aimed to pave the way for the studies related to ethnopedagogy and ethnopedagogical teacher training in Turkey.

When the findings of the research are discussed, the most important result would be the instructors and students giving great importance to ethnopedagogy and adopt its ideas. As a result of interviews with academic staff and students, very clear findings and concrete proposals emerged. It is especially important that the idea of teachers having a great knowledge of ethnopedagogy is significant for the country. In this respect, the importance of ethnopedagogy in teacher education programs is increasing.

Considering elements such as purpose, content, learning outcomes of the ethnopedagogy lesson examined within the scope of the research, it was seen that it is very important for the prospective teachers to learn and recognize their national identities, to look at the history of education with an ethnopedagogical approach and to provide positive effects on their professional qualifications. The inclusion of such a course in teacher education programs to make the prospective teachers gain these

knowledge and competencies can be seen as a very important step in ensuring the transfer and preservation of the values to the future generations, which is one of the main goals of ethnopedagogy.

The study by Indiaty et al (2020), in which they proposed an ethnopedagogy oriented learning model for student teachers, is one of the latest and comprehensive studies contributing to ethnopedagogy in teacher education. It can be seen that the characteristics of the model by Indiaty et al (2020) have a great congruence with the characteristics of the ethnopedagogical factors generated in this study, besides offering utilization of websites making the model neoteric. Such studies should lead to the next ones.

In order to reveal the subjects of ethnopedagogy and its role on teacher training in Turkey, educators who train teachers should discuss the purpose, function, resources, effects and etc. of ethnopedagogy science initially. The fact that educators who train teachers raise awareness about ethnopedagogy and employ this awareness in teacher education will facilitate the implementation of ethnopedagogy in education. In this respect, scientific studies should be increased and ethnopedagogy should be contributed to develop as a science.

Ethnopedagogy, which is as old as the history of humanity, has been accepted as a science which includes studies about understanding, knowing and realizing the people's own culture and values. It can be said that ethnopedagogy has a direct relationship with the history of education. Today, the history of education is generally concerned with the previous educational systems, educational practices and policies in these schools. Unfortunately, the concept of education which was developed in accordance with the specific features of the folk, started before formal educational systems developed and survived to the present is not mentioned much. While elements such as traditions, epics, tales, proverbs, idioms, folk songs, lullabies, national clothes and festivals are studied in ethnography or folklore studies widely. However, it is not very much acknowledged that a large part of these elements was discovered by the public for the purpose of educating the next generation. Their emergence and how they were used to educate cannot be adequately studied by educational scientists. Some studies, though, have looked into how tales, stories or proverbs can be used in education. However, the educational messages in these texts are generally tried to be revealed superficially and it is not treated as an ethnopedagogical study in terms of folk education. For this reason, ethnopedagogy science should be further developed and more scientists should be working on this subject in a more effective way under the umbrella of ethnopedagogical science. When looked at the researches on ethnopedagogy, it is seen that most studies have been carried out and published in Russia and Central Asia due to many different types of nations in Russia and the effects of the Soviet Union period on the Central Asian States. During the Soviet Union, many of the Central Asian countries, which are independent today, became Russian and faced the loss of their national values. Faced with the danger of losing their national identity, these nations tried to convey their epics, fairy tales, proverbs, poetry, music and other ethnopedagogical resources to new generations, mainly through oral culture, in order to protect their identity. These nations with national consciousness, benefited from ethnopedagogy in maintaining their values and culture. During the Soviet Union period, the efforts of the ethnopedagogical practices to get rid of or weaken the Russian influence and to reintegrate the lost values continued and were accelerated after gaining independence. Ethnopedagogy, which was born within these works, has been highly valued as a science. It was furthermore noticed as a result of the scientific studies that teachers are the main agency to impart the ethnopedagogy knowledge and so it took its place in teacher education programs.

It is seen that the researches on this subject, after the concept of ethnopedagogy were put forward by Volkov, generally dealt with the ethnopedagogy of a certain people. The studies of Volkov (1958), Afanasyev (1966), Khanbikov (1967) and Gashimov (1970) are important examples. The reason for focusing on certain group of people is based on the assumption that all people should have a unique public education, thus ethnopedagogy, and that it is necessary to find out what the features of this uniqueness.

Although the concept of ethnopedagogy began to be used in the 1960s, the basic ideas of ethnopedagogy were previously put forward by prominent educators such as Comenius, Pestalozzi and Tolstoy. In our country, many ideas of the head teacher Atatürk are incoherence with the ideas defended by ethnopedagogy. Therefore, it can be said that the essence of ethnopedagogy emerged much earlier than itself. It is seen that Atatürk has frequently emphasized the public-teacher relationship, the importance of national education, the transfer of national values and culture, and the role of schools and teachers in this issue. To give an example of this, Atatürk shares his thoughts on the importance of national education and the necessity of education to be completely national in the following words in a speech made with Samsun teachers on 22 September 1924 (Atatürk Araştırma Merkezi [ATAM], 2006):

Gentlemen! There should be no more confusion about knowing what national education means. In addition, after the national education, it is indisputable that the language, method and tools must be made national. It is necessary to carefully refrain from filling the young minds, who are wanted to be opened and raised by national education, with corrosive, somniferous and unreal surpluses.

Atatürk's words to the Istanbul Teachers' Delegation on July 7, 1927 in Dolmabahçe Palace, "Teachers should take advantage of every occasion and run to the people, and they should be with the people and the people should understand that the teacher is not only an asset that reads the alphabet to the child" emphasized one of the most important ideas advocated by ethnopedagogy (ATAM, 2006).

Alimbekov, who wrote his doctoral thesis on ethnopedagogy education in the field of ethnopedagogy training, and his other work on this subject also contributed greatly to the field. In one of his studies (2012) he revealed the problems and fields which ethnopedagogy focuses on and he includes the studies on the development of ethnopedagogical competencies of teachers and parents in these areas of study. Ethnopedagogy in teacher education is therefore an important issue in this field. However, the concept of ethnopedagogy is still not well known, except in Asia. The most important reason for this is that the studies are usually conducted in languages other than English and not published outside the country of study. In addition, the fact that it has lately emerged is an important factor in this regard. Nevertheless, it is seen that some of the concepts which have been introduced later than ethnopedagogy were published in English or translated into other languages and the studies have become widespread. The proliferation of publications in different languages to create awareness on this issue in Turkey and other Western countries is very important. Especially for Turkey, with a deep and rich history of the country it would be a great chance to benefit from this educational experience. In this study, it was aimed to examine the teacher training programs in Kyrgyzstan in ethnopedagogical education in the teacher education programs. The views of instructors and graduate students who have been trained in ethnopedagogy are important in terms of revealing the perspectives of ethnopedagogy. As a result of this work, it is hoped to contribute to the literature in Turkey for the future researches by drawing attention to ethnopedagogy and ensuring the recognition of ethnopedagogy in teacher training.

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TÜRKÇE GENİŞ ÖZET

Öğretmen Eğitimi Programlarındaki Etnopedagojik Öğelerin İncelenmesi: Kırgızistan Örneği

Giriş

“Etnopedagoji” terimi, “Halk, millet” anlamına gelen “ethnos” ve “pedagoji” kelimelerinin birleştirilmesiyle oluşturulmuştur. Bu kavram Rusya Federasyonu içerisinde özerk bir bölge olan Çuvaş Cumhuriyeti’nden bilim adamı G.N. Volkov’un 1960 ve 1970’li yıllarda yaptığı çalışmalarla bilim dünyasına girmiştir. Volkov’un 1974’te yaptığı tanıma göre etnopedagoji; “geniş halk kitlelerince yeni yetişmekte olan nesilleri eğitime ve yetiştirme hususunda elde edilen tecrübe, bakış açısı ve genel olarak yaşadığımız hayat içerisindeki sosyal denge, aile ve milletin pedagojisini araştıran ilim dalıdır” (Alimbekov, 2007). Latyshina ve Khayrullin (2014) ise etnopedagojiyi daha kısa olarak, “genç neslin yetiştirilmesinde halk kültürünün ve pedagojisinin olası kullanımını çalışan bilim dalı” olarak tanımlamıştır. Zaydullina (2015) tarafından etnopedagoji, “genel pedagojinin organik bir bileşeni” olarak nitelendirilmiş, halkların değer verdiği bilgi, yetenek, beceri ve kişilik özelliklerinin yeniden oluşturulmasını amaçladığı belirtilmiştir. Bütün bu tanımlamalardan hareketle etnopedagojinin “halk eğitimi sistemi” kavramını ifade etmesinin yanı sıra halk eğitimi araştıran, sistemleştiren ve günümüze ulaştıran bir bilim dalı olduğu söylenebilir.

Etnopedagoji bir bilim dalı olarak iki ana amaç doğrultusunda gelişmektedir; bunlardan birincisi, halkın geçmişten bugüne tecrübeyle edindiği, günlük hayatta giderek geliştirdiği ve sözlü ve yazılı eserlerinde, geleneklerinde yansıttığı halk eğitimiyle ilgili fikirleri ve tecrübeleri araştırarak sistemli bir hale getirmek; ikincisi ise, halk eğitiminin bu zengin yapısını günümüzdeki eğitim-öğretim sistemlerinde ve programlarında etkili olarak kullanmanın yollarını araştırmak ve öneriler sunmaktır (Alimbekov, 2007). Aynı zamanda Shavadi (2015) etnopedagojinin ulusal eğitim yöntemlerini ve geleneklerini bilimsel bakış açısıyla incelediğini belirtmektedir. Dolayısıyla etnopedagoji hem var olan halk eğitimi sistemli bir şekilde açıklaması hem de yaptığı açıklamalardan yola çıkarak günümüz eğitime katkı sağlamayı amaçlaması açısından araştırdığı konuların uygulamaya yarar sağlaması yönünden oldukça önemli görülmektedir.

Bu çalışmada, Kırgızistan’da öğretmen eğitimi programlarında yer alan etnopedagoji eğitiminin incelenmesi amaçlanmaktadır. Bu genel amaç kapsamında aşağıdaki sorulara yanıt aranmıştır

1. Kırgızistan’daki öğretmen eğitimi programlarında yer alan etnopedagoji dersinin amaçları, içeriği, öğrenme çıktıları gibi özellikleri nelerdir?
2. Öğretim elemanlarının Kırgızistan’daki öğretmen eğitimi programlarında yer alan etnopedagoji eğitimi hakkındaki düşünceleri nelerdir?
3. Lisansüstü düzeyde etnopedagoji eğitimi almış olan öğrencilerin etnopedagoji eğitimi konusundaki düşünceleri nelerdir?

Yöntem

Bu çalışmada, araştırmanın amacı doğrultusunda temel nitel araştırma deseni kullanılmıştır. Araştırmada görüşme yoluyla toplanan veriler için katılımcıların belirlenmesinde uygun örnekleme ve kartopu örnekleme yöntemleri kullanılmıştır. Bişkek'te bu konuda çalışan ve görüşme yapılması önerilen dört öğretim elemanına ulaşılmış, bu kişilerden üçü ile görüşme gerçekleştirilmiştir. Lisansüstü öğrencilerle gerçekleştirilen görüşmeler Kırgızistan-Türkiye Manas Üniversitesi'nde gerçekleştirilmiştir. Geçmiş yıllarda etnopedagoji dersine katılmış toplam beş lisansüstü öğrenciye ulaşılmış ve görüşmeler gerçekleştirilmiştir. Veri toplanan dönemde lisans programına kayıtlı öğretmen adayları henüz etnopedagoji dersini almamış olmaları nedeniyle görüşmeler öğretmenlik yapmış/yapmakta olan lisansüstü öğrencilerle gerçekleştirilmiştir. Böylece mesleki deneyimlerinden görüşmelerde yararlanılması ve araştırma amacı açısından daha derin verilerin toplanması amaçlanmıştır. Alanyazın incelemesi sonucunda ulaşılan bilgilerden de yararlanılarak öğretim elemanlarına ve lisansüstü öğrencilere yönelik iki ayrı yarı-yapılandırılmış görüşme formu oluşturulmuştur. Oluşturulan formlar yapı, dil, anlatım ve konunun kapsamı açısından uzman görüşleri alınarak düzenlenmiştir. Doküman incelemesi ve görüşmeler yoluyla elde edilen veriler nitel veri analizi tekniklerinden içerik analizi ile analiz edilmiştir.

Bulgular

Araştırma bulgularına bağlı olarak ulaşılan önemli sonuçlardan bazıları aşağıda sunulmaktadır:

- Öğretim elemanlarına göre öğretmen eğitimi programlarında etnopedagoji eğitimi hem ülkedeki milli kültür hem de öğretmen yetiştirme açısından önemlidir.
- Öğretim elemanlarına göre öğretmen adaylarına verilen etnopedagoji eğitimi yeni kuşakların yetiştirilmesi ile ülkenin kültürel özellikleri ve değerleri açısından önemli amaçlara ulaşmaya çalışılmaktadır.
- Öğretmen eğitimi programlarında etnopedagoji eğitime gereksinim duyulmasının en önemli gerekçeleri öğretim elemanlarına göre Kırgızistan'ın toplumsal yapısı ve Sovyetler Birliği döneminin Kırgızistan üzerindeki etkileridir.
- Kırgızistan'ın çok uluslu bir devlet olması, ülkede çok sayıda yabancıların barınması ve Sovyetler Birliği döneminde Rus kültüründen oldukça etkilenmesi, etnopedagojinin ve etnopedagoji eğitiminin ortaya çıkmasına neden olmuştur.
- Bologna sürecinin etkisiyle öğretmen eğitimi programlarında etnopedagoji eğitiminin verildiği derslerin sayılarında büyük oranda azalma olmuştur.
- Öğretim elemanlarına göre Bologna süreci, modern eğitim anlayışı ve eğitim kitap ve materyallerinin halka özgün nitelikte olmaması, öğretmen eğitimi programlarında etnopedagoji eğitimi sırasında sorunlara yol açmaktadır.
- Ders kapsamındaki sorumlulukları yerine getirerek lisansüstü öğrenciler derse aktif bir şekilde katılmakta ve ders sonunda bilimsel bir çalışma ortaya koymaktadır.
- Lisansüstü öğrenciler dersi aktif, felsefi, ciddi, şaşırtıcı, heyecan verici ve ilginç olarak nitelendirmişlerdir. Ders hakkında lisansüstü öğrencilerden herhangi bir olumsuz yorum yapılmamıştır.
- Etnopedagoji dersi lisansüstü öğrencilere öğretmenlik açısından birtakım yeterlikler kazandırmıştır ve dolayısıyla mesleki gelişim açısından öğrencilere katkıda bulunmuştur.
- Lisansüstü öğrenciler etnopedagoji dersi kapsamında daha fazla uygulamaya dönük etkinlikler düzenlenmesi ve gerçek hayattaki tecrübelerden yararlanılmasını istemektedir.

Tartışma, Sonuç ve Öneriler

Bu çalışma, etnopedagoji ve özellikle öğretmenlerin etnopedagoji açısından yetiştirilmeleri konularında birçok çalışmanın yapıldığı Kırgızistan'da gerçekleştirilmiştir. Kırgızistan'ın bu konudaki tecrübesinden yararlanılarak hem genel olarak etnopedagoji hem de öğretmen eğitiminde etnopedagoji konularını içeren Türkiye'de de benzer çalışmaların önünün açılması amaçlanmıştır.

Araştırma amacı doğrultusunda ortaya çıkan bulgular tartışıldığında en önemli sonucun öğretim elemanları ve öğretmen adaylarının etnopedagojiye oldukça önem veriyor olması ve etnopedagojinin fikirlerini benimsemeleri olarak gösterilebilir. Öğretim elemanları ve öğretmen adaylarıyla yapılan görüşmeler sonucunda oldukça açık bulgular ve somut öneriler ortaya çıkmıştır. Özellikle öğretmenlerin etnopedagoji bilgisine sahip olmalarının ülke açısından büyük öneme sahip olduğu görüşü oldukça önemlidir. Bu doğrultuda öğretmen eğitimi programlarında etnopedagojinin de önemi giderek artmaktadır.


Araştırma kapsamında incelenen etnopedagoji dersinin amaç, içerik, öğrenme çıktıları gibi öğeler dikkate alındığında, bu dersin öğretmen adaylarına kendi milli kimliklerini öğrenmelerini ve tanımalarını, eğitim tarihine etnopedagojik bir yaklaşımla bakmalarını ve bu doğrultuda öğretmenlik mesleki yeterliklerine olumlu etkiler sağlaması açısından oldukça önemli olduğu görülmektedir. Bu bilgi yeterliklerin kazandırılması için böyle bir dersin öğretmen eğitimi programlarına dahil edilmesi, etnopedagojinin amaçladığı milli değerlerin gelecek nesle aktarılması ve korunmasının sağlanması açısından son derece önemli bir adım olarak görülebilir.

Etnopedagoji ve öğretmen yetiştirmedeki rolü konusunun Türkiye'de ortaya çıkarılması için öncelikle, öğretmen yetiştiren eğitimcilerin etnopedagoji biliminin amacı, işlevi, kaynakları, etkileri vb. açıdan tartışmalar yapmaları gerekmektedir. Öğretmen yetiştiren eğitimcilerin etnopedagoji ile ilgili farkındalık kazanmaları ve bu farkındalıklarını öğretmen eğitiminde işe koşmaları, etnopedagojinin eğitimde uygulanmasını kolaylaştıracaktır. Bu konudaki bilimsel çalışmalar artırılarak etnopedagojinin de bir bilim olarak gelişimine katkı sağlanmalıdır.

Bu konuda Türkiye ve diğer batı ülkelerinde farkındalık oluşturulabilmesi için farklı dillerdeki yayınların çoğaltılması oldukça önemlidir. Özellikle Türkiye gibi uzun, derin ve zengin bir geçmişe sahip ülkenin bu tecrübelerinden eğitim için yararlanmasının büyük bir şans olacağı düşünülmektedir. Bunun gerçekleştirilebilmesi için öncelikle etnopedagoji çalışmalarının Türkiye'de yaygınlaşması gerekmektedir. Bu çalışmanın, etnopedagoji konusuna dikkat çekmek, etnopedagojinin tanınmasını sağlamak ve öğretmen eğitimine dâhil etmek, ileriki araştırmalara katkı sağlamak açılarından Türkiye'deki alanyazına katkı sağlaması ümit edilmektedir.

The Analysis of Critical Attainments Determined During Pandemic Process in Eighth Grade Curriculum According to 21st Century Skills

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Abstract

The aim of this research study is to analyze the critical attainments determined by the Board of Education in the curriculum of the eighth-grade basic lessons that is mathematics, Turkish, English, science, Atatürk and Turkish revolution history and religious culture and moral knowledge which are conducted online in this pandemic process according to P21, 21 century skills. Document analysis method was used in the study. Totally 133 critical attainments were examined and P21 was the criterion to analyze the critical attainments according to 21st century skills. Descriptive analysis was used to analyze the data. The distributions of frequencies for skills that are observed most in each lesson are similar. They are as English, mathematics, Turkish, science, religious culture and moral knowledge and Atatürk and Turkish revolution history in order. Taken related critical attainments into consideration, it is seen that each of them is related to life skills, however the distribution of them is not the same in terms of subject areas/skills. In general, and in terms of lesson level mostly learning, and innovation skills are more related to critical attainments. Besides life and career skills both in general and in terms of lesson level is not taken place frequently. Taken lesson and subject areas/skills into consideration mostly critical thinking and problem solving and information literacy skills are observed more. This study can be repeated by considering different life skills and different grades. In addition, a similar study can be carried out in other elements of the curriculum.

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Introduction

The new era that we are living is very different than the previous centuries. In this context, with the rapid scientific and technological developments, every area in our lives needs to be changed according to the requirements of this century. That is, education is one of the most prominent area affected by those developments. As people need to have different skills, knowledge, and competencies in

accordance with the needs of 21st century, it is not enough to have higher education diploma and to find a job (Pacific Policy Research Center, 2010). In this context people need to have some skills which are called 21st century skills. Moreover, recently the outbreak of Coronavirus pandemic also shows the importance of 21st century skills more dominantly. As education sector is one of the worst-hit by this virus all around the world, it can be said that having 21st skills helps both students and educators overcome this difficult process. Basically “21st century skills are a blend of content knowledge, specific skills, expertise, and literacies necessary to succeed in work and life” (Ledward & Hirata, 2011). Although 21st century skills are defined and classified by different institutions and organizations, 21st Century Learning Partnership (P21) is the most approved one and since 2002, P21 has been developed with the collaboration of the business community, education leaders, and policy makers (P21, 2009; Zhao, 2009).

According to the P21 framework, 21st century has a key role for students to make them ready for the century under four categories and four support system (Partnership for 21st Century Learning, 2016). According to the framework, the elements of the 21st century learning have a critical role in readiness for every student in the present century and it has eleven competencies. The competencies are classified as learning and innovation skills, information, media and technology skills, and life and career skills. The framework also has a support system, and it consists of standards, assessments, curriculum, instructions, professional development and learning environments. Learning and innovation consist of four components which are indispensable skills for 21st century learners as core subjects, critical thinking and problem solving, communication and collaboration, creativity, and innovation. Information, media, and technology skills consist of information literacy, media literacy, information, and communication technology. Moreover, literacy and life and career skills consist of flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity and accountability, leadership, and responsibility (P21, 2009). In order to understand them more clearly, information about each competency is given briefly below. To start with, the core subjects essential for all students in the 21st century are: English, reading, or language arts, world languages, arts, mathematics, economics, science, geography, history, government, and civics (P21, 2009).

Moreover, critical thinking and problem-solving skills help students to reason effectively, analyze different alternatives and solve problems in different ways (Bialik, Fadel, Trilling, Nilsson & Groff, 2015; P21, 2009); on the other hand, with the help of communication and collaboration skills people articulate thoughts clearly and show ability to work respectfully with other people. Creativity and innovation skills emphasize the importance of thinking creatively by using different techniques and working creatively with others. Furthermore, information literacy refers to the access and evaluation of information critically and it also emphasizes the use of information accurately; besides, media literacy means analyzing media and creating media products and applying technology effectively. Lastly in terms of life and career skills adapting to different roles, responsibilities etc. and being flexible are necessary in the 21st century. Moreover, managing goals and time, working independently, interacting effectively with other people, and working with them, managing projects and guiding and leading other people are necessary to survive in the 21st century (P21, 2009). As all these competencies are necessary in this century, the importance of 21 century skills in education also affects the curriculum development process all around the world. According to Paige (2009) adopting a 21st century curriculum should blend knowledge, thinking, innovation skills, media, information, and communication technology (ICT) literacy, and real-life experience in the context of core academic subjects. In this way, students can handle with the problems that they are facing and will face in the future easier. Furthermore, students will be prepared with the necessary knowledge and life skills that will help them to be successful in their future careers (Lombardi, 2007).

As students make their career choices in their high school years, it is important to have some 21st century skills before they take one of the most important decisions in their lives. Considering this, it

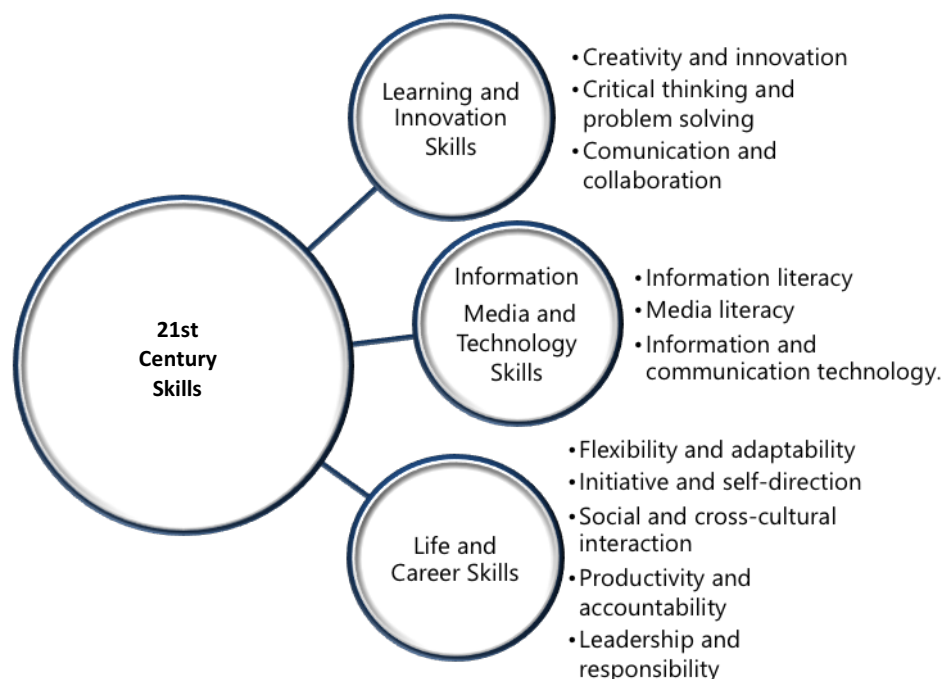
can be said that before students start their high school life, it is good for them to learn how to think critically, manage goals etc. before they decide their career path at high school. Considering the importance of secondary school and as 8th grade is the last grade before high school for this study 8th is taken into consideration.

In this regard, skills within the scope of the 21st century have taken their place in different lessons curriculum developed and renewed by the Board of Education in Turkey. Different activities, attainments and assessment techniques have been added to the lessons' curriculum. Moreover, recently with the effect of the pandemic, online education has gained more importance; therefore it can be said that P21 competencies has gained more importance. As P21 framework has become well-known in terms of information technology in education (P21, 2009), it is necessary to evaluate lessons' curriculum in this context. As a result of the pandemic's effect, some critical attainments are determined among the attainments of some lessons which need to be achieved in the online education process. The aim of this research is that to analyze the critical attainments determined by the Board of Education in the curriculum of the eighth-grade basic lessons that is mathematics, Turkish, English, science, Atatürk and Turkish revolution history and religious culture and moral knowledge which are conducted online in this pandemic process according to P21, 21 century skills. As the students in Turkey make decisions about their future career at high school, it is important for them to gain 21st century skills before starting high school. As they have skills such as critical thinking and decision-making, they can make their career plan more sensibly. Thus, 8th grade, which is the last grade before high school, is very important to gain such skills in order to give important decisions at high school. Considering these, this study involves the analysis of the 8th grade. Accordingly, the following research questions were sought to be answered:

In the context of P21, how is the distribution of 21st century skills to the critical attainments determined for the eighth-grade basic lessons (mathematics, Turkish, English, science, Atatürk and Turkish revolution history, religious culture and moral knowledge) conducted online during the pandemic period: a) according to each lesson? b) according to subject areas/skills?

Method

Document analysis method was used in the study. The written documents are analyzed according to a specific purpose within the scope of this model (Karasar, 2014). In this study, critical attainments determined by the Board of Education in the curriculum of the eighth-grade basic lessons that is mathematics, Turkish, English, science, Atatürk and Turkish revolution history lesson and religious culture and moral knowledge lesson which are conducted online in this pandemic process were examined according to P21 21 century skills. They were examined by two researchers to determine how it reflects 21st century skills in the context of P21. First a code list was developed according to P21 21 century skills, then the reliability of the codes was checked by two researchers. Then the data was summarized, and first themes were determined. Then the framework of codes and additional coding were applied and finally the final codes were decided (Fereday & Muir-Cochrane, 2006). The reliability of data generated by two researchers was calculated by using the formula of Number of consensus unions / Consensus union + Number of consensus proposed by Miles and Huberman (1994). In this study, the 175 codes remained unchanged, lesson21 codes were revised. Accordingly, the percentage of agreement between the two researchers or the identified codes was calculated as 0.90. 0.90 and above is an acceptable value for Miles and Huberman (1994). As the themes were decided in advanced according to P21 21 century skills, and the findings were summarized and interpreted accordingly, this research is a descriptive analysis (Yıldırım & Şimşek, 2003). Figure 1 includes (1) learning and innovation skills, (2) knowledge, media, and technology skills, (3) life and career skills which are called 21 century skills within the scope of P21.

Figure 1. *P21 Skills*

As it is seen in Figure 1; (a) learning and innovation skills are; creativity and innovation, critical thinking and problem solving, communication and collaboration (b) information, media and technology skills are; information literacy, media literacy and information and communication literacy (c) life and career skills are; flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity and accountability and leadership and responsibility.

The frequency distribution of the critical attainments determined for the basic lessons at the eighth-grade level, which were included in the study and carried out online during the pandemic period, is shown in Table 1. The reason of analyzing the basic lessons is that the Board of Ministry's information related to the critical attainments of those lessons.

Table 1. *Distribution of Critical Attainments Determined for Eighth Grade Basic Lessons Conducted Online During the Pandemic Period.*

<i>Lessons</i>	<i>Attainments*</i>	<i>Critical attainments*</i>
Mathematics	25	19
Turkish	76	39
Science	31	25
English	38	22
Atatürk and Turkish revolution history	22	21
Religious culture and moral knowledge	13	7
Total	205	133

*Retrieved from Ministry of National Education (2020). The examples of *curriculum and activity for the critical subject and attainments of the second semester of the 2019 - 2020 academic year*. Retrieved from <http://mufredat.meb.gov.tr/201920ikincidonem.html>

As it is seen in Table 1 within the scope of attainments in the 2018 second term eight grade curriculum for mathematics 19 attainments out of 25, for Turkish 39 attainments out of 76, for science 25 attainments out of 39, for English 22 attainments out of 38 for Atatürk and Turkish revolution history 21 attainments out of 22 and for religious culture and moral knowledge 7 attainments out of

13 are considered critical attainments. Moreover, out of 205 attainments 133 attainments are classified as critical attainments.

The examples of attainments are presented in Table 2.

Table 2. *Examples of Critical Attainments Determined for Eighth Grade Basic Lessons Conducted Online During the Pandemic Period.*

<i>Lessons</i>	<i>Examples of critical attainments</i>
Mathematics	Students will be able to solve first degree equation with one unknown.
Turkish	Students will be able to answer the questions about what they listen/watch.
Science	Students will be able to discover that warming depends on the type, mass, and / or temperature change of matter by doing experiment.
English	Students will be able to follow a discussion on adventures.
Atatürk and Turkish revolution history	Students will be able to analyze the advantages of Lausanne treaty
Religious culture and moral knowledge	Students will be able to evaluate the importance of the exemplary behaviors of prophet Muhammad in social life.

As it is shown in Table 2, for example for the Turkish lesson “*Students will be able to answer the questions about what they listen/watch.*” For English “*Students will be able to follow a discussion on adventures.*” attainments are within the scope of critical attainments.

The critical attainments of basic lessons that are in 2018 second term curriculum are put in an excel document, considering the relevant subject areas/skills for each lesson. 21st century skills in the context of P21 (a) learning and innovation skills (creativity and innovation, critical thinking and problem solving, and communication and collaboration) (b) information, media and technology skills (information literacy, media literacy and information and communication technology literacy) (c) life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity and accountability, and leadership and responsibility) were taken as criteria and were marked based on which critical attainments are associated with life skills.

As it is seen in Table 3 both lessons and related subject areas are taken into consideration and distribution of frequencies is presented.

Within the scope of learning and innovation skills;

- Creativity and innovation; think creatively, work creatively with others, implement innovations
- Critical thinking and problem solving; reason effectively, use systems thinking, make judgements and decisions, solve problems
- Communication and collaboration; communicate clearly and collaborate with others are taken into consideration (P21, 2009).

Within the scope of information, media and technology skills;

- Information literacy: access and evaluate information, use, and manage information
- Media literacy: analyze media and create media products
- Information, communication, and technology literacy: apply technology effectively are taken into consideration (P21, 2009).

Within the scope of life and career skills;

- Flexibility and adaptability; adapt to change and be flexible,
- Initiative and self-direction; manage goals and time, work independently and be self-directed learners,

- Social and cross-cultural skills; interact effectively with others, work effectively in diverse teams,
- Productivity and accountability; manage projects and produce results,
- Leadership and Responsibility; guide and lead others, be responsible to others are taken into consideration (P21, 2009).

Results

In the study, the distribution of critical attainments in the context of P21, 21st century skills were analyzed within the scope of eighth grade basic lessons -mathematics, Turkish, English, science, Atatürk and Turkish revolution history and religious culture and moral knowledge-conducted online during pandemic period.

In Table 3, the distribution of relevant skills to related attainment is given in general.

Table 3. *Distribution of 21st Century Life Skills to Critical Achievements Determined for Basic Lessons at Eighth Grade.*

Lessons	Critical attainment Critical attainments related to P21 life skills			Learning and innovation skills			Information, media, and technology skills			Life and career skills				
				Total life skills being observed										
				Creativity and innovation	Critical thinking and problem solving	Communication and collaboration	Information literacy	Media literacy	Information and communication technology literacy	Flexibility and adaptability	Initiative and self-direction	Social and cross-cultural interaction	Productivity and accountability	Leadership and responsibility
Mathematics	19	19	30	-	19	-	11	-	-	-	-	-	-	-
Atatürk and Turkish revolution history	21	21	25	-	11	4	10	-	-	-	-	-	-	-
Turkish	39	39	60	4	13	8	25	2	-	2	3	3	-	-
English	22	22	35	2	8	6	13	-	-	-	1	4	1	-
Science	25	25	37	2	7	10	12	-	-	1	2	1	2	-
Culture and moral knowledge	7	7	9	-	3	2	4	-	-	-	-	-	-	-
Total	133	133	196	8	61	30	75	2	-	3	6	8	3	-
				99			77			20				

According to Table 3 each critical attainment ($n=133$) is related to at least one life skill ($n=196$). Taken the distributions of three main skills into consideration, the order is learning and innovation skills ($n=99$), information, media, and technology skills ($n=77$) and life and career skills ($n=20$). Specifically, the most observed skill is information literacy ($n=75$) then critical thinking and problem-solving skill ($n=61$) and communication and collaboration ($n=30$). Social and cross-cultural skills ($n=8$), creativity and innovation ($n=8$), initiative and self-direction ($n=6$), flexibility and adaptability ($n=6$),

productivity and accountability ($n=3$) and media literacy ($n=2$) skills are observed rarely. Information and communication technology literacy and responsibility and leadership skills are not observed.

Taken the lessons into consideration, the frequencies of critical attainments in each lesson are English (35 skills in 22 attainments), mathematics (30 skills in 19 attainments), Turkish (59 skills in 39 attainments) and science (37 skills in 25 attainments), culture and moral knowledge (9 skills in 7 attainments) and Atatürk and Turkish revolution history (25 skills in 21 attainments) in order. They are somehow similar in terms of frequencies. Below, the frequencies of attainments for each lesson are presented separately.

The distribution of life skills for English lesson according to critical attainments is shown in Table 4.

Table 4. *The Distribution of 21st Century Life Skills to the Critical Attainments Determined for the Eighth Grade English Lesson.*

English skills	Critical attainments	Critical attainments related to P21 life skills			Learning and innovation skills			Information, media, and technology skills			Life and career skills			
					Total life skills being observed	Creativity and innovation	Critical thinking and problem solving	Communication and collaboration	Information literacy	Media literacy	Information and communication technology literacy	Flexibility and adaptability	Initiative and self-direction	Social and cross-cultural interaction
Listening	6	6	8	-	3	1	3	-	-	-	-	1	-	-
Speaking	6	6	15	-	1	5	6	-	-	-	-	3	-	-
Reading	5	5	5	-	3	-	2	-	-	-	-	-	-	-
Writing	5	5	7	2	1	-	2	-	-	-	1	-	1	-
Total	22	22	35	2	8	6	13	-	-	-	1	4	1	-
				16			13			6				

As it is seen in Table 4, each critical attainment ($n=22$) is related to at least one life skill ($n=35$) for English lesson. Taken the three main skills into consideration, the order is learning and innovation skills ($n=16$), information, media, and technology skills ($n=13$) and life and career skills ($n=6$). Specifically, the most observed skill is information literacy ($n=13$) then critical thinking and problem-solving skill ($n=8$) and communication and collaboration ($n=6$) are observed. Social and cross-cultural skills ($n=4$), creativity and innovation ($n=2$), initiative and self-direction ($n=1$), productivity and accountability ($n=2$) are observed rarely. Flexibility and adaptability and media literacy skills, information and communication technology literacy and responsibility and leadership skills are not observed.

When the attainments and the number of life skills observed related to 21st century are taken into consideration, for listening, speaking, reading and writing skills, the frequencies of life skills are speaking (15 skills in 6 attainments), writing (7 skills in 5 attainments), listening (8 skills in 6 attainments) and reading (5 skills in 5 attainments) in order.

For speaking skill, the most frequent skill is information literacy ($n=6$; access and evaluate information, use and manage information) then communication and collaboration ($n=5$,

communication clearly). Rarely critical thinking and problem solving ($n=1$, make judgements and decisions) are observed. In terms of using and managing information, the attainment "*Students will be able to negotiate reasons and results to support their predictions about natural forces and disasters.*" is taken into consideration.

The least frequent skills in terms of reading skill- critical thinking and problem-solving ($n=3$, use system thinking) are observed then information literacy ($n=2$; access and evaluate information) is observed. For example, in terms of access and evaluate information the attainment "*Students will be able to find specific information from various texts about tourism.*" is considered.

The distribution of life skills for Mathematics according to critical attainments is shown in Table 5.

Table 5. *The Distribution of 21st Century Life Skills to the Critical Attainments Determined for the Eighth Grade Mathematics Lesson.*

Subjects of mathematics	Critical attainments related to P21 life skills			Learning and innovation Skills			Information, media, and technology skills			Life and career skills				
				Creativity and innovation	Critical thinking and problem solving	Communication and collaboration	Information literacy	Media literacy	Information and communication technology literacy	Flexibility and adaptability	Initiative and self-direction	Social and cross-cultural interaction	Productivity and accountability	Leadership and responsibility
Linear equations	4	4	7	-	4	-	3	-	-	-	-	-	-	-
Inequalities	2	2	3	-	2	-	1	-	-	-	-	-	-	-
Triangles	4	4	5	-	4	-	1	-	-	-	-	-	-	-
Equality and similarity	2	2	3	-	2	-	1	-	-	-	-	-	-	-
Transformation geometry	1	1	2	-	1	-	1	-	-	-	-	-	-	-
Geometrical objects	6	6	10	-	6	-	4	-	-	-	-	-	-	-
Total	19	19	30	-	19	-	11	-	-	-	-	-	-	-
					19		11					-		

As it is seen in Table 5, each critical attainment ($n=19$) is related to at least one life skill ($n=30$) for Mathematics lesson. Taken the three main skills into consideration, learning and innovation skills ($n=19$), information, media, and technology skills ($n=11$) are observed in order. On the other hand, life, and career skills are not observed. Specifically, the most observed skills are critical thinking and problem-solving skill ($n=19$) then information literacy ($n=11$). Communication and collaboration, social and cross-cultural skills, creativity and innovation, initiative and self-direction, flexibility and adaptability, productivity and accountability, information and communication technology literacy, responsibility and leadership skills are not observed.

When the attainments and the number of life skills observed related to 21st century are taken into consideration, for the subjects the frequencies of life skills are for linear equation (7 life skills in 4

attainments), geometrical objects (10 life skills in 6 attainments), transformation geometry (2 life skills in 1 attainments), inequalities and linear equation inequalities (3 life skills in 2 attainments), lastly for triangles (5 life skills in 4 attainments) are observed.

The most observed life skills for linear equation are critical thinking and problem solving ($n=4$, problem solving, use system thinking) then information literacy ($n=3$; access and evaluate information). For problem solving the attainment “Students will be able to solve first degree equation one with unknown” is taken into consideration.

The least observed life skills for triangles are critical thinking and problem-solving ($n=4$, problem solving, use system thinking) then information literacy ($n=1$; use and manage information). For systems thinking the attainment “Students will be able to relate the triangle's side lengths with the angles opposite these sides” is considered.

The distribution of life skills for Turkish lesson according to critical attainments is shown in Table 6.

Table 6. *The Distribution of 21st Century Life Skills to the Critical Attainments Determined for the Eighth Grade Turkish Lesson.*

Turkish skills	Critical attainments related to P21 life skills			Learning and innovation skills			Information, media, and technology skills			Life and career skills				
				Total life skills being observed										
	Critical attainments			Creativity and innovation	Critical thinking and problem solving	Communication and collaboration	Information literacy	Media literacy	Information and communication technology literacy	Flexibility and adaptability	Initiative and self-direction	Social and cross-cultural interaction	Productivity and accountability	Leadership and responsibility
Listening	7	7	8	1	1	1	5	-	-	-	-	-	-	-
Speaking	3	3	11	-	-	3	3	-	-	2	-	3	-	-
Reading	19	19	25	-	11	4	8	2	-	-	-	-	-	-
Writing	10	10	16	3	1	-	9	-	-	-	3	-	-	-
Total	39	39	60	4	13	8	25	2	-	2	3	3	-	-
				25			27			8				

As it is seen in Table 6 each critical attainment ($n=39$) is related to at least one life skill ($n=60$) for Turkish lesson. Taken the three main skills into consideration, information, media, and technology skills ($n=27$), learning and innovation skills ($n=25$) and life and career skills ($n=8$) are observed in order.

Specifically, the most observed skills are information literacy ($n=25$) then critical thinking and problem-solving skill ($n=13$) and communication and collaboration ($n=8$). Rarely creativity and innovation ($n=4$), social and cross-cultural skills ($n=3$), initiative and self-direction ($n=3$), flexibility and adaptability ($n=2$), media literacy ($n=2$) are observed. Information and communication technology literacy, productivity and accountability, responsibility and leadership skills are not observed.

When the attainments and the number of life skills observed related to 21st century are taken into consideration, for listening, speaking, reading and writing skills, the frequencies of life skills are

speaking (11 life skills in 3 attainments), writing (16 life skills in 10 attainments), reading (25 life skills in 19 attainments) and listening (8 life skills in 7 attainments) in order.

For speaking skill, the most frequent skill; communication and collaboration ($n=3$, communicate clearly) and social and cross-cultural skills ($n=3$, interact effectively with others), then flexibility and adaptability ($n=2$, be flexible) are observed in order. For being flexible the attainment "Students will be able to speak off the cuff" is considered.

The least frequent skill in terms of listening skill; the most observed one is information literacy ($n=3$; use and manage information) then creativity and innovation ($n=1$, creative thinking), critical thinking and problem solving ($n=1$, make judgements and decisions) and communication and collaboration ($n=1$, communicate clearly) are observed in order. For making judgements and decisions the attainment "Students will be able to question the consistency of what they listen/watch."

The distribution of life skills for science according to critical attainments is shown in Table 7.

As it is seen in Table 7 for science lesson each critical attainment ($n=25$) is related to at least one life skill ($n=37$). Taken the three main skills into consideration, learning and innovation skills ($n=19$), information, media, and technology skills ($n=12$) and life and career skills ($n=6$) are observed in order. Specifically, the most observed skills are information literacy ($n=12$) then communication and collaboration ($n=10$), critical thinking and problem-solving skill ($n=7$) in order. Rarely creativity and innovation ($n=2$), initiative and self-direction ($n=2$), productivity and accountability ($n=2$), social and cross-cultural skills ($n=1$), flexibility and adaptability ($n=1$) are observed. Media literacy, information and communication technology literacy and responsibility and leadership are not observed.

When the attainments and the number of life skills observed related to 21st century are taken into consideration, electric charges and electric energy/physical phenomenon (16 skills in 9 attainments), simple machines/physical phenomenon (2 skills in 1 attainments), living things and life (12 skills in 9 attainments), lastly substance and its nature (7 skills in 6 attainments) are observed.

Table 7. *The Distribution of 21st Century Life Skills to the Critical Attainments Determined for the Eighth Grade Science Lesson.*

Subject areas of science lesson	Critical attainments	Critical attainments related to P21 life skills	Total life skills being observed	Learning and innovation skills			Information, media, and technology skills			Life and career skills				
				Creativity and innovation	Critical thinking and problem solving	Communication and collaboration	Information literacy	Media literacy	Information and communication technology literacy	Flexibility and adaptability	Initiative and self-direction	Social and cross-cultural interaction	Productivity and accountability	Responsibility and leadership
Substance/industry/ substance and its nature	6	6	7	1	1	1	1	-	-	-	1	-	2	-
Simple machines/physical phenomenon	1	1	2	-	-	1	1	-	-	-	-	-	-	-
Energy conversion and environmental science/living things and life	9	9	12	-	4	3	4	-	-	1	-	-	-	-
Electric charges and electric energy/physical phenomenon	9	9	16	1	2	5	6	-	-	-	1	1	-	-

(Table 7 Cont.)

Total	25	25	37	2	7	10	12	-	-	1	2	1	2	-
				19			12			6				

In terms of electric charges, electric energy/physical phenomenon the most observed skills are information literacy ($n=6$, use and manage information, access, and evaluate information) and communication and collaboration ($n=5$, communicate clearly). Rarely critical thinking and problem solving ($n=2$, reason effectively, use systems thinking), creativity and innovation ($n=1$, think creatively), initiative and self-direction ($n=1$, self-direction) and social and cross-cultural skills ($n=1$, interact effectively with others) are observed. For communicating clearly, the attainment “Students will be able to explain how power plants produce electric energy.” is taken into consideration.

In terms of substance and its nature the least observed skills are productivity and accountability ($n=2$, produce results). Rarely creativity and innovation ($n=1$, creative think creatively), critical thinking and problem solving ($n=1$, use systems thinking), communication and collaboration ($n=1$, communicate clearly), information literacy ($n=1$; use and manage information) and initiative and self-direction ($n=1$, work independently and be self-directed learners) are observed. For producing results, the attainment “By doing experiment, students will be able to discover heating changes according to the type, mass/change is taken into consideration.

The distribution of life skills for Atatürk and Turkish revolution history lesson according to critical attainments is shown in Table 8.

Table 8. *The Distribution of 21st Century Life Skills to the Critical Attainments Determined for the Eighth Grade Atatürk and Turkish Revolution History Lesson.*

The subject areas of Atatürk and Turkish revolution history	Critical attainments			Learning and innovation skills			Information, media, and technology skills			Life and career skills				
	Critical attainments related to P21 life	Total life skills being observed		Creativity and innovation	Critical thinking and problem solving	Communication and collaboration	Information literacy	Media literacy	Information and communication technology literacy	Flexibility and adaptability	Initiative and self-direction	Social and cross-cultural interaction	Productivity and accountability	Leadership and responsibility
A national epic either freedom or death	1	1	1	-	1	-	-	-	-	-	-	-	-	-
Kemalism and modernize Turkey	9	9	10	-	2	1	7	-	-	-	-	-	-	-
Democratization efforts	3	3	4	-	2	1	1	-	-	-	-	-	-	-
Turkish foreign policy in Atatürk period	3	3	4	-	2	1	1	-	-	-	-	-	-	-
Death of Atatürk and afterwards	5	5	6	-	4	1	1	-	-	-	-	-	-	-
Total	21	21	25	-	11	4	10	-	-	-	-	-	-	-
				15			10			-				

As it is seen in Table 8 for Atatürk and Turkish revolution history lesson each critical attainment ($n=21$) is related to at least one life skill ($n=25$). Taken the three main skills into consideration, learning and innovation skills ($n=15$), information, media, and technology skills ($n=10$) are observed in order. On the other hand, life, and career skills are not observed. Specifically, the most observed skills are critical thinking and problem solving ($n=11$) then information literacy ($n=10$) and communication and collaboration ($n=4$) in order. Social and cross-cultural skills, creativity and innovation, initiative and self-direction, flexibility and adaptability, productivity and accountability, media literacy, information and communication, technology literacy and responsibility and leadership are not observed.

When the attainments and the number of life skills observed related to 21st century are taken into consideration for subject areas, democratization efforts and Turkish foreign policy in Atatürk period (5 skills in 3 attainments), death of Atatürk and after it (6 skills in 5 attainments), Kemalism and modernize Turkey (10 skills in 9 attainments), lastly a national epic either freedom or death (1 skill in 1 attainment) are observed in order;

In terms of democratization efforts, the most observed skills are; critical thinking and problem solving ($n=2$, make judgements and decisions), then information literacy ($n=1$; use and manage information) and communication and collaboration ($n=1$, communicate clearly). For example, for the attainment make judgements and decision "Students will be able to analyze assassination attempt to *Mustafa Kemal*." is taken into consideration.

The least observed skill in a national epic either freedom or death; only critical thinking and problem solving ($n=1$, make judgement and decisions) are observed. The attainment "Students will be able to analyze the advantages of Lausanne treaty" is taken into consideration.

The distribution of life skills for culture and moral knowledge lesson according to critical attainments is shown in Table 9.

Table 9. *The Distribution of 21st Century Life Skills to the Critical Attainments Determined for the Eighth Grade Culture and Moral Knowledge Lesson.*

The subject matters of culture and moral knowledge	Critical attainments	Critical attainments related to P21 life skills	Total life skills being observed	Learning and innovation skills			Information, media, and technology skills			Life and career skills				
				Creativity and innovation	Critical thinking and problem solving	Communication and collaboration	Information literacy	Media literacy	Information and communication technology literacy	Flexibility and adaptability	Initiative and self-direction	Social and cross-cultural interaction	Productivity and accountability	Leadership and responsibility
Virtue of Muhammad	3	3	4	-	1	1	2	-	-	-	-	-	-	-
Quran and its features	4	4	5	-	2	1	2	-	-	-	-	-	-	-
Total	7	7	9	-	3	2	4	-	-	-	-	-	-	-
				5			4			-				

As it is seen in Table 9 for culture and moral knowledge lesson each critical attainment ($n=7$) is related to at least one life skill ($n=9$). Taken the three main skills into consideration, learning and innovation skills ($n=5$), information, media, and technology skills ($n=4$) are observed in order. On the other hand, life, and career skills are not observed. Specifically, the most observed skill is information

literacy ($n=4$) then critical thinking and problem-solving ($n=3$) and communication and collaboration ($n=2$) are observed in order. Social and cross-cultural skills, creativity and innovation, initiative and self-direction, flexibility and adaptability, productivity and accountability, media literacy, information and communication, technology literacy and responsibility and leadership are not observed.

When the attainments and the number of life skills observed related to 21st century are taken into consideration for subject areas, virtue of Muhammed (4 skills in 3 attainments), Quran and its features (5 skills in 4 attainments) are observed.

For virtue of Muhammad the most observed skill is information literacy ($n=2$; use and manage information, access and evaluate information) then critical thinking and problem solving ($n=1$, make judgements and decision) and communication and collaboration ($n=1$, communicate clearly) are observed in order. For example, to access and evaluate information the attainment "Students will be able to realize that Hz Muhammad guides people with his good speech and behaviors." is taken into consideration.

For Quran and its features, the most observed skill is information literacy ($n=2$; use and manage information, access and evaluate information) and critical thinking and problem solving ($n=2$, make judgement and decision, reason effectively) are observed, then communication and collaboration ($n=1$, communicate clearly) are observed in order. For example, for access information the attainment "Students will be able to know the basic sources of Islamic religion" is taken into consideration.

Discussion, Conclusion and Implications

In the pandemic period, which is not a choice but an obligation, every country has to take measures in line with its own means. Education has also become an area that should not be left behind. In this field, different practices are followed between countries to the extent of possibilities. Turkey is among the countries where online tools and media are used for learning. The Ministry of National Education has announced that it will start a one-week holiday as of March 16, 2020, and then a two-week break from education will be suspended for the fall semester of 2019-2020. It was stated that by structuring the curriculum, the required education and training support would be provided by EBA on the internet and TRT on television (Yılmaz, Mutlu, Güner, Doğanay & Yılmaz, 2020). The study examined the distribution of critical attainments in the context of P21, 21st century skills for the basic lessons (Mathematics, Turkish, English, Science, Atatürk and Turkish revolution history and religious culture and moral knowledge) conducted online during pandemic period, discussed this distribution both in general and for each lesson separately.

Taken the lessons into consideration, the frequencies of critical attainments in each lesson are English, mathematics, Turkish, science, culture and moral knowledge, and Atatürk and Turkish revolution history were determined. There were not any research studies which show the analysis of whole lessons in terms of 21st century skills.

When the related critical attainments are considered, it is seen that each attainment is related to at least one life skill. At the same time, it is noteworthy that the distribution of life skills is not evenly distributed in terms of both lessons and subject areas / skills. Bal (2018) also states in his study about fifth grade Turkish curriculum, there is no certain ratio in the distribution of skills. Belet Boyacı and Güner Özer (2019), on the other hand, examined Turkish curricula according to years and they stated that 21st century skills take place in 2005 Turkish curriculum compared to the others. On the other hand, Sarı and Nayır (2020) state that during the pandemic period, problems arising from stakeholders, related to the teaching-learning process or related to health create opportunities in the context of rethinking the function of schools and improving 21st century skills.

Considering both at general and at lesson level, it has been revealed that mostly learning and innovation skills are more related to the relevant critical attainments. This result matches up with the

importance of raising students who can reason according to the situation, think systematically, make judgments and decisions by analyzing and evaluating alternative perspectives, solve problems in both classical and innovative ways, think creatively and communicate clearly. In terms of 21st century skills, considering the importance of integrating these skills with lessons and activities outside of school in the context of gaining 21st century skills, the role of teachers in this process is an undeniable fact (Cansoy, 2018). Considering the importance of teacher training curricula in the context of the training of teachers who are responsible for teaching the related lessons, Tekerek, Karakaya, and Tekerek (2018) also stated that critical thinking and problem solving were emphasized more intensely in the primary school mathematics teacher training program in their studies. In the same study, creativity and innovation came to the fore in the science teacher training program (Tekerek et al., 2018). On the other hand, in the thesis study in which Kirgiz (2019) examined the 5th grade Turkish curriculum, it was concluded that life and life skills were included more and information media and technology skills were mentioned the least. However, Bozkurt (2020) states that with the pandemic period, students have difficulty in taking their own learning responsibilities in emergency distance education and this requires the restructuring of curricula at all levels in order for students to acquire skills such as self-sufficiency and critical thinking.

Although the related learning and innovation skills are considered as “basic common skills” in the updated curriculum, when the critical attainments are examined, it is noticed that doing creative works with others and cooperation with others are not mentioned.

Only for the Turkish lesson, although learning and innovation skills are close to each other, information, media, and technology skills are more common. However, the striking situation is that while the focus is on information literacy, media literacy is included in only two attainments and information and communication technologies are not included at all. In this context, it can be said that the emphasis is on accessing and evaluating information, using, and managing information. On the other hand, in media literacy, it is observed that there is a little touch on media analysis. In today's world, where the importance of effective use of technology is increasing, it is a surprising and should be taken into consideration that while it is essential to focus on this skill as well. With the pandemic period, it has been revealed that both students and educators do not fully possess digital competencies and skills (Bozkurt, et al., 2020: cited in Bozkurt, 2020). Sarı and Nayır (2020) also emphasizes the importance of increasing students' technology skills with the pandemic period. The result of the inability to find skills in information and communication technologies is similar to the result of Kayhan, Altun, and Gürol's (2019) study.

Life and career skills, on the other hand, took place both generally and at the lesson level less frequently. However, it has never been found in mathematics, in the Atatürk and Turkish revolution history and religious culture and moral knowledge curriculum. Yet, it is very crucial to have and thinking, social and emotional competence to be a qualified individual in hard conditions of daily and professional life (Gelen, 2017). Although it is less frequent, it is observed that in Mathematics, Turkish, English and Science lesson curriculum, flexibility, self-management, effective communication with others and producing results are mentioned within the scope of critical attainments. It is noteworthy that adapting to change, managing goals and time, working effectively with various teams, managing projects, having leadership and responsibility cannot be associated with any attainments.

Regarding the lessons and the subject areas/skills, it is understood that information literacy is observed more frequently with critical thinking and problem solving in the context of sub-life skills. In the context of differentiation, For the theme substance and its nature in science; It can be said that productivity and accountability are the most common, while communication and cooperation and social and cross-cultural skills are added to information literacy in speaking skills in Turkish. Aşçı, Bekçi, and Köral (2019), on the other hand, revealed that critical thinking and communication skills are concentrated in the English lesson curriculum, although its classification is in primary school in terms

of communication, cooperation, information, media and technology literacy, social and cultural skills and citizenship.

In addition to whether attainments in the curriculum are related to 21. century skills, it is also important whether the students attend the lessons conducted online during the pandemic period. In this process, some students who do not have reliable internet access or technology may have difficulties in participating in digital learning (Yılmaz et al., 2020). Başaran, Doğan, Karaoğlu, and Şahin (2020) stated in their research that many students were able to attend the distance education regularly organized by the Ministry of National Education, but some of them could not attend the distance education. Those who could not attend stated that the lessons were early, the number of siblings was high and the number of TVs at home was one, and the existence of infrastructure problems as the reasons. Certainly, educators' ability to use distance education systems can also affect the education students receive in this process. These problems can be overcome more quickly in countries that are prepared for online education, and can progress more slowly in developing countries that are not prepared for this process (Yılmaz et al., 2020). For example, Tümkən and Tümkən (2020) conducted a study with teachers and administrators working in state primary schools in TRNC, and they stated that teachers and administrators partially fulfill their duties on the internet and they should be in constant communication with the family in order to prevent the interruption of education. The teacher should constantly summarize the topics and the administrators should manage the process with meetings. However, the support and motivation of teachers has gained more importance, whether they conduct the education process face-to-face or online (Can, 2020).

This study is based on the critical attainments of the related lessons published by MEB limited at the eighth grade and the 21st century skills within the scope of P21. It can be repeated by considering different life skills and different grades. A similar study can also be carried out in other elements of the curriculum. For example, activities that take place in the teaching-learning process can also be discussed. Moreover, according to the findings of this study, it was concluded that the awareness levels of the commissions preparing the curriculum on this issue were not the same and that the standards for P21 skills should be determined by the Ministry of Education for the commissions that prepared the curriculum.

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TÜRKÇE GENİŞ ÖZET

Sekizinci Sınıf Öğretim Programlarında Pandemi Süreci İçin Belirlenen Kritik Kazanımların 21. Yüzyıl Becerileri Bağlamında İncelenmesi

Giriş

Günümüzde bilimsel bilginin ve teknolojik gelişmelerin hızla artmasıyla bu durumdan en çok etkilenen alanlardan biri de eğitim alanıdır. 21. yüzyılın gereklilikleri doğrultusunda, insanların farklı beceri, bilgi ve yeterliklere sahip olması gerektiği için meslek sahibi olmak için sadece yükseköğretim diplomasına sahip olmak artık yetmemektedir (PPRC, 2010). Bu bağlamda bireylerin 21. yüzyıl becerileri olarak adlandırılan becerilere sahip olması gerekmektedir. Aynı zamanda koronavirüs nedeniyle içinde bulunduğumuz pandemi döneminin 21. yüzyıl becerilerinin önemini daha da çok ortaya çıkardığı söylenebilir. Eğitim sektörünün pandemi döneminden en çok etkilenen sektörlerden biri olduğu düşünüldüğünde öğrencilerin ve eğitimcilerin 21. yüzyıl becerilerine sahip olmaları bu süreci daha iyi yönetmelerini sağlayabilir. Bu beceriler farklı kurum ve kişilerce farklı sınıflandırılmakla birlikte, bu sınıflandırmaların en kabul görenlerinden biri “21. Yüzyıl Becerileri Ortaklığı”dır (P21). Bu yeterlikler; öğrenme ve yenilik becerileri, bilgi, medya ve teknoloji becerileri ile yaşam ve kariyer becerileri olarak sınıflandırılmaktadır (P21, 2009). P21 çerçevesi içerisindeki yeterlikler bireylerin çağa ayak uydurmaları anlamında kritik bir öneme sahiptir. Aynı zamanda, bu beceriler bireylerin gelecekte kariyerlerinde başarılı olmaları anlamında onlara gerekli bilgi ve yaşam becerilerini kazandırmaktadır (Lombardi, 2007). Ülkemizde öğrenciler kariyer seçimlerini lise yıllarında yaptıkları için bu becerileri lise dönemine gelmeden kazanmaları onların daha doğru seçimler yapmasını sağlayabilir. Bu bağlamda ilköğretim 8. sınıf kademesinin liseye geçmeden önceki son basamak olduğu düşünülürse becerilerin bu kademe kazandırılması oldukça önemlidir. Bu araştırmanın amacı da pandemi döneminde uzaktan yürütülen sekizinci sınıf düzeyindeki matematik, Türkçe, İngilizce, fen bilimleri, T.C. İnkılap Tarihi ve Atatürkçülük ile din kültürü ve ahlak bilgisi temel derslerinin öğretim programlarında yer alan ve MEB tarafından belirlenen kritik kazanımların P21 bağlamındaki 21. yüzyıl becerilerini nasıl yansıttığını belirlemektir.

Yöntem

Çalışma doküman analiziyle yürütülmüştür. Öncelikle P21 bağlamındaki 21. yüzyıl becerilerine göre bir kod listesi oluşturulmuştur. Daha sonra veriler özetlenerek ilk temalar belirlenmiştir ve nihai kodlara karar verilmiştir (Fereday & Muir-Cochrane, 2006). İki araştırmacı tarafından yapılan kodlamada 175 kod değişmeden kalmış ve 21 kod revize edilmiştir. Buna göre uyuma yüzdesi 0,90 olarak hesaplanmıştır. Miles ve Huberman (1994) için bu kabul edilebilir değerdir.

Çalışmada toplamda 133 kritik kazanım incelenmiştir. Sekizinci sınıf düzeyi için 2018 öğretim programlarının ikinci dönem için yer alan kazanımları bağlamında; matematik için 25 kazanımın 19’u, Türkçe için 76 kazanımın 39’u, fen bilimleri için 31 kazanımın 25’i, İngilizce için 38 kazanımın 22’si, T.C. İnkılap Tarihi ve Atatürkçülük için 22 kazanımın 21’i, din kültürü ve ahlak bilgisi için 13 kazanımın 7’si kritik kazanımdır. Ölçüt olarak P21 bağlamındaki 21. yy. becerileri alınmıştır. Bu beceriler (1) öğrenme

ve yenilik, (2) bilgi, medya ve teknoloji, (3) yaşam ve kariyer becerileridir. Verilerin analizinde betimsel analizden yararlanılmıştır.

Bulgular

Araştırmadan elde edilen bulgular bağlamında, her bir kritik kazanımın ($n=133$) ilişkili görüldüğü en az bir yaşam becerisi ($n=96$) bulunmaktadır. Üç ana beceri göz önünde bulundurulduğunda sırasıyla öğrenme ve yenilik becerileri ($n=99$), bilgi, medya ve teknoloji becerileri ($n=77$), yaşam ve kariyer becerileri ($n=20$) gözlenmektedir. Daha özele inildiğinde ise en çok gözlenen beceri bilgi okuryazarlığı ($n=75$) iken ardından sırasıyla eleştirel düşünme ve problem çözme ($n=61$) ile iletişim ve iş birliği ($n=30$) gelmektedir. Nadiren ise sosyal ve kültürlerarası beceriler ($n=8$), yaratıcılık ve yenilik ($n=8$), girişkenlik ve kendini yönetme ($n=6$), esneklik ve uyum ($n=3$), üretkenlik ve hesap verebilirlik ($n=3$) ile medya okuryazarlığı ($n=2$) gözlenmektedir. Bilgi ve iletişim teknoloji okuryazarlığı ile sorumluluk ve liderlik ise hiç yer almamaktadır.

Dersler dikkate alındığında becerilerin en yoğun görüldüğü dersler birbirine yakın olmakla beraber sırasıyla İngilizce (22 kazanımda 35 beceri), matematik (19 kazanımda 30 beceri), Türkçe (39 kazanımda 59 beceri) ve fen bilimleri (25 kazanımda 37 beceri) iken, bu dersleri din kültürü ve ahlak bilgisi (7 kazanımda 9 beceri) ile İnkılap Tarihi ve Atatürkçülük (21 kazanımda 25 beceri) izlemektedir. Her bir ders için de ayrı ayrı olmak üzere dağılım verilmiştir.

Tartışma, Sonuç ve Öneriler

Bir seçim değil zorunluluk olarak yaşanan pandemi döneminde her ülke önlemlerini kendi imkanları paralelinde almak durumunda kalmıştır. Türkiye de eğitim alanı düşünüldüğünde öğrenme içeriğinin TV ve diğer medya aracılığıyla verildiği ülkelerdendir. P21 bağlamında 21. yy. becerilerinin, pandemi döneminde uzaktan yürütülen sekizinci sınıf düzeyindeki temel dersler olan matematik, Türkçe, İngilizce, fen bilimleri, T.C. İnkılap Tarihi ve Atatürkçülük ile din kültürü ve ahlak bilgisi için belirlenen kritik kazanımlara dağılımının incelendiği bu araştırmada da bu dağılım hem genel olarak hem de her ders için ayrı ayrı ele alınmıştır.

Becerilerin en yoğun görüldüğü dersler birbirine yakın olmakla beraber sırasıyla İngilizce, matematik, Türkçe ve fen bilimleri iken, bu dersleri din kültürü ve ahlak bilgisi ile İnkılap Tarihi ve Atatürkçülük izlemektedir. İlgili kritik kazanımlar dikkate alındığında her birinin yaşam becerileriyle ilişkisi olmakla beraber, yaşam becerilerinin dağılımı, hem dersler hem de konu alanı/beceriler bağlamında dengeli değildir. Bal (2018) da düzeyi beşinci sınıf olmakla birlikte Türkçe öğretim programıyla ilgili yaptığı araştırmada becerilerin dağılımında belli bir oranın olmadığını belirtmektedir. Öte yandan Sarı ve Nayır (2020) pandemi döneminde paydaşlardan kaynaklanan, öğretme-öğrenme süreciyle ilgili olan ya da sağlıkla ilgili olan sorunların okulların işlevinin yeniden düşünülmesi ve 21. yüzyıl becerilerini geliştirme bağlamında fırsatlar oluşturduğunu ifade etmektedir.

Hem genel olarak hem de ders düzeyinde düşünüldüğünde çoğunlukla öğrenme ve yenilik becerilerinin ilgili kritik kazanımlarla daha çok ilişkili olduğu ortaya çıkmıştır. Yaşam ve kariyer becerileri ise hem genel olarak hem de ders düzeyinde, çoğunlukla çok az sıklıkta yer almıştır. Hem dersler hem de konu alanı/beceriler dikkate alındığında alt yaşam becerileri bağlamında, genellikle eleştirel düşünme ve problem çözme ile bilgi okuryazarlığının daha sık gözlemlendiği anlaşılmaktadır.

Programda yer alan kazanımların 21. yy. becerileriyle ilişkili olup olmadığının yanı sıra öğrencilerin pandemi döneminde uzaktan yürütülen derslere katılıp katılmamaları da önemli bir husustur. Bu süreçte güvenilir internet erişimi ya da teknolojisi bulunmayan bazı öğrenciler dijital öğrenmeye katılma konusunda sıkıntılar yaşayabilmektedir. Bu sorunlar online eğitime hazırlıklı olan ülkelerde daha çabuk aşılabilmekte, gelişmekte olan ancak buna hazırlıklı olmayan ülkelerde daha yavaş ilerleyebilmektedir (Yılmaz, Mutlu, Güner, Doğanay & Yılmaz, 2020).

Bu çalışma sekizinci sınıf düzeyindeki MEB tarafından yayınlanan ilgili derslerin kritik kazanımlarıyla ve P21 bağlamındaki 21. yy. becerileriyle sınırlandırılmıştır. Farklı yaşam becerileriyle ve farklı sınıf düzeylerini bir bütün olarak ele alarak tekrarlanabilir. Ayrıca programın diğer öğelerinde de benzer bir çalışma yürütülebilir. Örneğin öğretme-öğrenme sürecinde yer verilen etkinlikler de ele alınabilir.