Holistic View of Educational Sciences

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Editor: Assoc. Prof. Dr. İsmail ÇELİK & Assoc. Prof. Dr. Selami SÖNMEZ

ISBN: 978-625-372-194-7

Page Layout: Gözde YÜCEL

1st Edition:

Publication Date: 25.06.2024

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PREFACE

In the 21st century, when we step into innovations within the framework of Turkey's education model, it would be appropriate to look at educational issues with a holistic approach. We appear before you with the studies prepared within this framework. The solutions to the problems experienced in the education system are always found in the depths of the past. For this reason, the use of the mosque, which is the sanctuary of the Islamic religion, as both a place of worship and an educational space has existed in all periods. The study, titled Islam, Sanctuary and education, focuses on the educational functions of the Mosque, which continue today, and makes suggestions for ensuring that it is opened to the use of young people and society in every aspect. Although the mosque is a place of worship for Muslims, it is also used for all kinds of education and training activities outside of the time prayers, and in this respect, it differs from the temples of other religions.

When our education system is evaluated from a holistic point of view, the opinions of the visual arts course teachers on the impact of the visual arts course, which is a complementary course in terms of affective aspects, on the lives of individuals with learning difficulties and its contribution to their academic success were discussed. In the study, the integrative and creativity aspects of the visual arts course were emphasized and it was revealed that it made important contributions to overcome the difficulties encountered in students' learning in terms of intrinsic and extrinsic motivation.

Finally, in the study in which theses and articles on independent kindergarten principals were examined, studies on

issues such as the approach of administrators to teachers, students and parents were examined and the negativities identified at this point were revealed and solutions were tried to be found.

When we look at the problems in terms of today's education system, we believe that interdisciplinary studies should be at the forefront rather than individual or purely field-oriented studies. With these studies, educational issues were tried to be addressed in a holistic approach by looking at the field from different angles. Conducting such studies in the following processes will make important contributions to the solution of the problems existing in the education system.

Editor

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Content

CHAPTER I

An Analysis of Studies on Managers of Independent Kindergartens: A Meta-Synthesis Study[1]

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1. Introduction

The concept of education has been used by both individuals and societies throughout human history.

Education is a broad concept that has gained a place in different definitions and scopes in terms of education and development. When the literature is examined, it is seen that there are many definitions of education. Some of these definitions are as follows: Education is the purposeful, systematic and planned learning-teaching activities that continue from birth to death

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(Şişman, 2020). Although education is a humanitarian activity, it is a long process in which the awareness levels of individuals are increased and the development of the individual in many ways is ensured (Şişman, 2010; cited in Şişman, 2020). The most widely accepted definition is Ertürk's (1972) definition: Education is the process of intentionally creating changes in the individual's behavior in the desired direction through his/her own experiences (Kıroğlu, 2010).

Erden (2007) stated that any activity that affects people and creates behavioral changes in people is education (Görgen, 2017). In its broadest form, education is a systemic organization whose inputs and outputs are human beings (Kasapoğlu, 2016). This system, which processes human beings as input, shapes the person's journey of becoming an individual. At the end of a long process, it can be said that the person who comes out of the system as a product is individualized and plays a role in the regulation of the society in which he/she lives. The general function of education on society is to ensure the individual's adaptation to society (Gökalp, 2022). For this reason, education has an undeniable importance in the formation of the structure of societies.

Due to the strong influence of individuals on the culture, norms and order in society, countries create their own unique education systems and direct the education systems they create in line with their country policies. Each country has created education systems and educational institutions to transfer its social and cultural heritage to future generations (Şişman, 2020). Education systems are designed to meet the educational needs of all individuals in society and to shape society in line with the policies desired by the state through educational institutions (Cemaloğlu & Gülcan, 2018).

Countries benefit from their education systems in achieving the social structure they want to have. For this reason, each country's education system and education

Its policies are unique. The fact that education has its own characteristics and goals on the basis of countries is an indication that education is national. The basic principles and goals of the national education system being implemented in our country today date back to the Republican years (Özyılmaz, 2017). In 1924, Mustafa Kemal Atatürk stated, "The education that the new Turkish Republic will give to the new generation is national education" (MEB, 2001).

In the nationalized education system of our country, compulsory education consists of 12 years without interruption and the compulsory education period is divided into different levels of education. 12 years of compulsory education has been implemented in our country in the form of 4+4+4 years as of the 2012-2013 academic year. The first 4-year education period covers the primary school level, the second 4-year education period covers the secondary school level and the third 4-year education period covers the secondary education (high school) level, while the age of a child's participation in compulsory education is 6 years and the age of leaving compulsory education is 18 years (Aytaç, 2016).

The transition to the 4+4+4 education system with the Law No. 6287 on the Amendment of the Law on Primary Education and Education and Certain Laws published on March 30, 2012 led to different opinions on this system (Demir & Ersöz, 2016). The fact that there are different opinions on the 4+4+4 system has increased the number of academic studies on this subject. Memişoğlu and

İsmetoğlu (2013), in their study, took the opinions of nine school administrators working at different levels about the new system (4+4+4); while some of the administrators expressed positive or negative opinions, some administrators stated that there was nothing different from 5+3.

Educational activities are realized through educational institutions. Educational institutions have their own dynamics and different dimensions. The factors affecting the quality of education in the institution are various. Implementation of works and procedures in all dimensions and elimination of problems require good planning and management skills. At this point, the competence of the school administrator is effective on the quality of education (Subaşı, 2022). School administrators have knowledge, skills and competencies in determining the vision of a school, shaping the future of the school, directing employees, and planning educational activities.

They assume a decisive role with their experiences (Demirtaş & Özer, 2014; as cited in Cemaloğlu & Gülcan, 2018). In connection with the study, it would be appropriate to briefly touch upon topics such as preschool education, independent kindergartens and school managers.

1.1. Pre-School Education

Preschool education institutions provide the education needed to prepare children who have not yet reached the age of starting primary school for primary school and life (MEB, 2013). Preschool education is not subject to compulsory education today. However, as the importance and necessity of pre-school education

has increased year by year, institutions at this level have become widespread.

Preschool education is the basic education process that covers the time interval between the birth of the child and the beginning of primary school, prepares the child for primary school by supporting him/her in every developmental area in accordance with his/her development and individual differences, and enables him/her to realize his/her potential, learn to express himself/herself and have social values (Alisinanoğlu & Kesicioğlu, 2010; Oktay, 1990; Haktanır, 2012). Since the preschool period is a period in which the child's mental development is rapid and the foundations of personality development are laid, it is a critical educational process in which a serious preschool education program is needed (Köksal, Dağal, & Duman, 2016). When the literature is examined for the definitions of preschool education, it is seen that it aims at a holistic development in children between the ages of 0-6 and covers a multifaceted education.

In preschool education, it is essential to employ a holistic process that is appropriate for the child's developmental level and in all developmental areas. Developmental areas include self-care, language development, cognitive development, social-emotional development and motor (psychomotor) development (MEB, 2013). As a result of their study, Köksal et al. (2016) reported that only about half of the teachers participating in the study followed a holistic flow for all developmental areas while preparing the education plan in the classroom.

In the long run, children who receive preschool education are more successful than their peers who do not receive preschool

education in realizing their potential, reaching higher thinking skills, developing expressive language, and adapting to life (Hacısalihoğlu Karadeniz, 2011).

In the 2013 Preschool Education Program, the aims of preschool education are stated as follows:

1. To ensure the development of children's body, mind and emotion and the acquisition of good habits,

2. Preparing them for primary school,

3. Creating a common upbringing environment for children from underprivileged backgrounds and families,

4. To enable children to speak Turkish correctly and beautifully (MEB, 2013, 10).

The development of information and technology in our world, which is experiencing a continuous process of development and change, changes living conditions. The changes taking place throughout the world also affect the education policies of countries. Countries have moved the age of starting basic education earlier and have turned to well-planned new education systems focused on pre-school education. In our country, the importance of preschool education is gaining importance day by day. The Ministry of National Education is pursuing policies to expand preschool education and increase the schooling rate especially in the 5-year-old age group, which is referred to as the "older age group". The preschool enrollment rate for 5-year-olds and above, which was 61.22 percent in the 2020-2021 academic year, reached 92.17 percent in the 2021-2022 academic year (MEB, 2022).

1.2. Independent Kindergarten

The achievement of educational goals is realized through educational institutions. In this context, achieving the desired goals in pre-school education, which is the basic level of education, is realized by pre-school education institutions. Nurseries, kindergartens, day care centers, independent kindergartens, sub-kindergartens within primary schools are within the scope of pre-school education institutions (Cemaloğlu & Gülcan, 2018).

Independent kindergartens are private or public pre-school education institutions affiliated with the Ministry of National Education, opened to meet the educational needs of children aged 36-72 months (MEB, 2009). Although pre-school education is not subject to the compulsory education process, kindergartens are organized within primary schools. In the form of a practice subclass attached to girls' vocational high schools, or as an independent kindergarten (Aytaç, 2016).

In our country, preschool institutions vary according to the age range they enroll, the ministries they are affiliated to and the institutions they are opened within. Preschool education institutions can be opened under the General Directorate of Social Services and Child Protection Agency (SHÇEK) or the Ministry of National Education (MEB) depending on the type of institution (nursery, day care center, independent kindergarten, etc.) (Cemaloğlu & Gülcan, 2018). Even if the institutions have different characteristics, they share common goals. The aims of pre-school education are to support children's mental and emotional development, to help them acquire good habits, to prepare them for primary school, to create

equality of opportunity, and to speak Turkish correctly and beautifully (Çelik & Daşcan, 2013).

When the functioning of institutions providing education in the field of preschool education is examined, it is seen that independent kindergartens have unique processes different from other institutions (Büte & Balcı, 2010). It is very important that a preschool education institution has the physical competence to meet the educational needs of children (Baran, Yılmaz, & Yıldırım, 2007). In this context, the educational needs and developmental characteristics of the child should be taken into account when planning the architectural design of the school. Baran et al. (2007), in their study on the importance of preschool education, stated that the physical and psychological needs of children should be taken into consideration when designing kindergartens and that they should be suitable for their developmental characteristics.

1.3. School Manager

Çelik and Şimşek (2013) define the concept of management as a holistic process in which all resources are put to work in active and systemic harmony in order to achieve the determined goals. One of the sub-application areas of the concept of management is educational management. Educational management is the organization of educational institutions in accordance with the purpose in order for students to reach the determined goals and desired achievements in the context of planning the future (Uğurlu, 2016).

Educational institutions, which are a systemic organization, are managed by a manager as in all other organizations. In

educational institutions, this manager is the school manager. The person who directs and coordinates the employees and also supervises them in order for the school to achieve its educational goals is called a school administrator (Cemaloğlu & Gülcan, 2018). The manager is the person responsible for the management, evaluation and development of the school (MEB, 2004).

ducational administration has a broader scope than the concept of school administration and includes school management expressions. School management refers to the limited application of educational management to the school. The fact that education and school administration is seen as a field of expertise and the preparation of training programs in this context varies from country to country. The fact that the regulations on school administration have been published and updated from time to time since the 1990s shows that school administration is accepted as a field of specialization in Turkey. (Şişman, 2020). While there were undergraduate programs in the faculties of education of some universities in the past at the point of training educational administrators in Turkey, these undergraduate programs were closed in the 1990s with the regulations made and master's programs in this field have been emphasized in recent years (Şişman & Turan, 2004).

When the literature in the context of educational administration and school administration is examined, it is seen that there are a large number and variety of studies, but Balcı (2008) stated that the studies in the field of educational administration in today's Turkey have not reached the desired level.

The school manager is the person who is primarily responsible for planning educational activities in school

organizations (Balıkçı, Aypay, & Akbaşlı, 2016). Having the authority to manage the school, he/she should use his/her authority with wisdom, know his/her institution well and have a good command of the institution's goals (Şahan, 2016). Teachers who undertake the task of school management should aim to achieve the goals of the organization while planning the educational activities of the institution (Büte & Balcı, 2010).

As a matter of fact, how and in what way the task of school management is implemented has a direct or indirect effect on all stakeholders of the school.

The school manager has a great importance in the formation of organizational culture in the school (Gürbüz, Erdem, & Yıldırım, 2013). The belonging of students, who are the most important input of the education system, to the organization, the organizational climate and culture they are in, the institution's understanding of discipline, the respect in horizontal or vertical communication within the institution, the level of efficient use of budget resources, and the adequacy of the number of personnel are among the factors that determine the quality of the students when they are the output of education (Şişman, 2020). There are differences of opinion on what standards and what kind of competencies should be given to the administrators of educational institutions in the process of students' self-knowledge and setting their goals or in the process of raising qualified citizens of countries. In a study conducted by Demirtaş and Özer (2014) with administrators who were appointed to educational institutions with and without exams, administrators who started to work as administrators without exams argued that the exam should not be the only criterion, while administrators who started to work

with exams saw the exam as a condition for a fair selection in the process of appointing administrators.

2. Purpose of the Study

The aim of this study is to analyze the qualitative studies conducted with the administrators of independent kindergartens in our country and to gain a broad and holistic perspective by examining the findings and recommendations of these studies.

The question "What are the qualitative studies conducted with the administrators of independent kindergartens in our country?" constitutes the main problem statement of the study.

Within the scope of the study, answers to the following questions were sought.

1. On which subjects have studies been conducted with independent kindergarten managers?

2. Are there studies on similar topics?

3. What is the distribution of qualitative studies conducted with the managers of independent kindergartens according to years?

4. Which sample groups were preferred?

5. What are the number and types of participants?

6. Which data analysis methods were used?

7. What are the findings and recommendations of qualitative studies conducted with the administrators of independent kindergartens?

2.1. Importance of the Research

Educational institutions are multidimensional organizational structures with multiple variables. As a requirement of its organizational structure, everything related to the educational organization directly or indirectly affects the quality of education. Assuming that the main goal of schools is to increase the quality of education, the importance of the management approach of school administrators increases and it is thought that how the school is managed by an administrator affects the quality of education. (Subaşı, 2022).

In this study, it is aimed to investigate in which dimensions studies have been conducted in the national framework with school managers working in independent kindergartens, which are the first of the education levels and where pre-school education is provided. Since it is a meta-synthesis study, it is important in terms of providing a general and holistic perspective in seeing the studies conducted in this context. This study is important for school administrators and the Ministry of National Education, which has the authority to appoint school administrators in our country where school administration is moving towards a field of specialization. It will also serve as a guide for researchers who want to conduct research in this field.

2.3. Limitations of the Study

The studies to be included in this study were checked for compliance with the predetermined criteria. Since the specified criteria also narrow the research area, they are stated under the title of limitations of the study. Limitations of the study;

1. The fact that it was conducted with the managers of independent kindergartens,

2. Master's thesis, doctoral thesis or article format,

3. The sample subject to the study is in Turkey,

4. They must have been published between 2005 and 2022,

5. It was designed according to the qualitative research method.

2.4. Method of the Research

Qualitative research methods can be used to gain a broad perspective if there is little information about the subject to be researched and if the subject is suitable for different research (Saban & Ersoy, 2016). In this seminar study, since it was aimed to examine the qualitative studies conducted with the administrators of independent kindergartens in our country, it was deemed appropriate to design the study according to the meta-synthesis method.

Meta-synthesis research is a research design in which qualitative and mixed studies on the same subject are examined from a holistic perspective (Polat & Ay, 2016). There are stages determined in the process of conducting meta-synthesis research.

1. These stages are determining the topic to be researched,

2. Writing questions related to the topic,

3. Selection of theses or articles to be included in the study,

4. Analyzing the selected studies,

2.5. Analyzing

6. Reporting the process and findings by finding common themes (Walsh & Downe, 2005; as cited in Aküzüm & Özmen, 2013).

2.6. Data Collection

The studies to be included in the meta-synthesis study were accessed from YÖK Academic, Google Academic, and Dergipark databases. The terms "kindergarten manager, kindergarten administrator, preschool manager, preschool administrator" were used as keywords in Turkish searches for master's, doctoral and article studies. The titles and abstracts of the listed theses and articles were checked one by one, and the theses and articles that were suitable for the purpose of the meta-synthesis study were identified. Then, the full texts of the studies were examined for detailed examinations. Six master's theses and eight articles that could serve the purpose were included in the scope of this study.

2.7. Data Analysis

The data of this study were analyzed according to the content analysis method. In the content analysis method, the researcher develops categories and examines the frequency of repetition of the same categories and thus determines the frequency value (Özdemir, 2010). In the data analysis method, data are coded and an inductive method is followed (Özdemir, 2021).

The studies included in the meta-synthesis were examined one by one in terms of year, research design, data analysis method, type of institution, type and number of participants, themes, and recommendations, and the frequency values of the analyzed features were determined and tabulated.

3. Findings of the Research

The literature was examined according to the predetermined criteria reached by using different databases. Priority was given to doctoral dissertations at the beginning of the review. Then master's theses were given priority. However, the fact that no doctoral thesis was found and the idea that the number of master's theses may be insufficient to provide the desired holistic perspective made it necessary to examine the published articles in this field. The number of studies reached and analyzed through the review of the literature is 14. Of these studies, 6 are theses and 8 are articles.

In this section, the meta-synthesis study was analyzed by dividing it into four separate sections. This facilitated the detailed examination of the studies included in the scope. These four sections constitute the findings part of the study. The four sections are as follows: The studies examined within the scope of meta-synthesis (Table1, Table2), analysis of the studies examined within the scope of meta-synthesis (Table3, Table4), theme analysis of the studies within the scope of meta-synthesis (Table5) and recommendation analysis of the studies within the scope of meta-synthesis (Table6).

3.1. Studies Reviewed within the Scope of Meta-Synthesis

Information of each thesis included in the meta-synthesis are presented in Table 1 below, while the information of the article studies is given in Table 2.

Table 1 Thesis Studies Included in Meta-Synthesis

Code	Author and Year	Publication Name	Publication Type
A1	Dağ (2022)	Pre-school outbreak of COVID-19 sustainability of its impact on education on administrators and teachers	Master Thesis
A2	Sarıkaya (2021)	Stress of private kindergarten managers sources	Master Thesis
A3	Çalışıcı Ünsal (2019)	Shared meaning of self-actualization with kindergarten managers	Master Thesis
A4	Karaduman (2016)	Preschool administrators' family perceptions of participation	Master Thesis
A5	Karademir (2013)	Independent kindergarten administrators and the reflection of school climate on education services from the perspective of teachers	Master Thesis(Mixed)
A6	Büte (2007)	Independent kindergarten administrators the functioning of school management processes, problems and ways of dealing with problems from the point of view	Master Thesis

Thesis researches that meet the determined criteria are tabulated in chronological order based on proximity to the present. The total number of studies is 6. All of the studies in Table:1 are master's theses. There were no doctoral studies that met the criteria of this study.

While one of the master's theses was researched in mixed design, the others were qualitative.

Looking at the dates of the studies in the table, it is seen that more studies have been conducted with independent kindergarten administrators in recent years. While one thesis study was found in 2022, 2021, 2019, 2016 and 2013, only one study was found on studies before 2013 and the year of the study was 2007.

When we look at the subject content of the studies, it is seen that the diversity of the subjects is high. Each researcher conducted different studies with similar types of participants using qualitative research method. While thesis study coded A1 examined the impact of the Covid pandemic on preschool administrators and teachers, thesis study coded A4 examined preschool administrators' perceptions of family involvement. While A2 coded thesis study investigated the stress sources of private kindergarten managers, A3 coded study investigated the self-actualization levels of school managers. Study A5 conducted a research on school climate with independent kindergarten managers. The thesis study coded A6 continued on the functioning, problems and solutions in school administration.

When the number of authors of the studies in Table-1 is examined, it is seen that all studies have single author. It can be said that this situation is due to the fact that the publication types of the studies are master's theses.

When the literature was examined for the studies to be examined within the scope of meta-synthesis, it was thought that the lack of doctoral dissertations and the small number of master's theses would be insufficient to serve the purpose of this study. In this

context, published articles were also examined and 8 article studies that met the criteria required to be examined within the scope of meta-synthesis were reached.

The code, author, publication year, publication name and publication type information of the article studies accessed by using different databases are presented in Table:2 below

Table 2 Article Studies Included in Meta-Synthesis

Code	Author and Year	Publication Name	Publication Type
B1	Özbakır and Dilmaç (2021)	Problems and Solution Suggestions of Administrators in Preschool Institutions: Ereğli Case	Article
B2	Konan, Ulaş (2021)	Coronavirus (COVID-19) Pandemic Being a Kindergarten Manager in the Period	Article
B3	Ağaoğlu and Selim (2020)	School managers' school supervision responsibilities	Article
B4	Giren and Öztürk (2020)	Examining the views of kindergarten managers on dual education practice	Article
B5	Bilgiç (2018)	Opinions on kindergarten fees	Article
B6	Demir Yıldız (2018)	Evaluation of the Difficulties Experienced in the Management of Preschool Education Institutions	Article
B7	Sildir and Akin (2017)	Investigation of School Managers' Views on Preschool Education	Article
B8	Köse and Uzun (2017)	Being a Woman Administrator in Preschool Education Institutions: Problems and Trends	Article

Article researches that meet the determined criteria are tabulated in chronological order based on proximity to the present. The total number of studies is 8. When the dates of the studies in the table are examined, similarities are seen in the distribution of studies conducted with independent kindergarten administrators according to years. Two article studies were found in 2021, 2020, 2018 and 2017.

When we look at the subject content of the studies, it is seen that the difference rate of the subjects is high. Each researcher conducted different studies with similar types of participants using qualitative research method. While the article study coded B1 examined the problems and solutions of administrators in preschool institutions in the example of Ereğli, the article study coded B6 examined the views of school managers on preschool education. While the article study coded B2 carried out the study process on being an independent kindergarten administrator during the Covid period, the article study coded B6 focused on the evaluation of the difficulties experienced in the management of preschool education institutions in this process. In this context, it can be said that article studies, like the studies in theses, work with independent kindergarten managers in different subject dimensions.

3.2. Analysis of the Studies Analyzed within the Scope of Meta-synthesis

The year, research design and data analysis characteristics of all theses and articles were examined and the frequency values of research design and data analysis methods are listed in Table 3 from high to low. The frequencies of the years in which they were conducted are listed chronologically.

Table 3 Years of Studies and Feature Analysis

Yıl	f	Research Design	f	Data Analysis Method	f
2022	1	Interview	6	Content Analysis	8
2021	3	Phenomenology	3	Descriptive Analysis	4
2020	2	Not specified	3	Inductive Analysis	1
2019	1	Case Study	2	Analysis Program	1
2018	2				
2017	2				
2016	1				
2013	1				
2007	1				

Considering their proximity to the present, it is seen that the frequency of the studies has increased over the years. The highest value of the year frequencies (f=3) belongs to 2021. The number of studies conducted in the previous year, 2020, was 2. The frequencies of 2018 and 2017 are the same as 2020 (f=2). Prior to 2017, it is seen that the intensity of the studies has decreased and even in some years, studies suitable for the subject could not be reached (2015, 2014). The studies conducted in recent years are close to

The fact that it shows intensity in the dates can be seen as an indicator that the literature is expanding.

When the frequencies of the research designs are analyzed, it is seen that the design with the highest frequency is the interview design (f=6). The next highest frequency value belongs to the phenomenology design (f=3). While the design with the lowest frequency value was case study (f=2), it is seen that the type of design was not specified in three studies.

When the analysis methods are examined, it is seen that different methods are used. The most frequently used method among the analysis methods is content analysis (f=8). The type of analysis with the second highest frequency value (f=4) is descriptive analysis. The frequency values of inductive analysis and analysis programs are the same (f=1).

The participants of the 14 studies included in the meta-synthesis, the number of participants and the frequencies of the institutional types of the selected participants are presented in Table 4 from high to low.

Table 4 Type of Institution, Type of Participant, Number of Participants

Institution	f	Participant	f	Number of Participants	f
State	9	Manager	10	1-10	6
Mixed	3	Mixed (Teacher and Manager)	4	11-20	4
Private	2			21-22	4

In the studies conducted, the types of institutions are grouped under three headings. These are public, private and mixed group. The mixed group refers to studies working with both public and private institution managers. The type of institution in which the studies were conducted is frequently state institutions (f=9).

When the studies are analyzed in terms of participant type, it is seen that the majority of the studies were conducted only with administrators (f=10). The participants of the studies are mostly school managers. The number of studies with mixed participants including teachers or parents as participants is 4.

When the number of participants is analyzed, the number of participants is mostly in the range of 1-10 (f=6). The number of studies with the highest number of participants is relatively fewer and the frequency value is 4.

Theme Analysis of the Studies within the Scope of Meta-synthesis

The themes of the studies examined within the scope of meta-synthesis were re-categorized according to their similarities and their thematic distribution frequencies were tabulated. In order to make an evaluation in terms of themes, the themes of the studies were examined and a meta-theme was created for the meta-synthesis according to their similarities. The themes of all studies included in the meta-synthesis were grouped under three superordinate themes: human characteristics, technical characteristics and conceptual characteristics (Table 5). These three super-themes were divided into sub-themes. Table 5 shows the themes, categories and frequencies of the themes.

Table 5 Thematic Distribution Frequencies of the Studies Subject to the Study

Top Theme	Category	f
Human Characteristics	Communication	16
	Positive human competencies	14
	Total	30
Technical Specifications	Problems and solutions	78
	Management of the education and training process	7
	Audit	9
	Family participation	6
	Dual Education	6
	Planning	6
	Decision Making	4
	Coordination	4
	Sources of stress	4
	Budget/fees	3
	Leadership	2
	Duties and Authorization	1
	Total	130
Conceptual Features	The necessity of preschool	12
	Knowledge mastery-transferring knowledge	5
	Total	7

The codes such as tolerance, harmony and fairness produced by the analyzed studies regarding the concept of school managership

were coded as positive human characteristics in this study. Communication and positive human characteristics were grouped under the meta-theme of human characteristics. The other meta-themes are technical characteristics and conceptual characteristics. While the characteristics coded under the technical characteristics meta-theme are problems and solutions, management of the education process, supervision, family involvement, dual education, planning, decision-making, coordination, stress sources, budget/dues, leadership, duties and authority; the characteristics coded under the conceptual characteristics meta-theme are the necessity of preschool and knowledge mastery and knowledge transfer.

While creating the themes, coding was based on the suitability for the purpose of the study.

While the highest frequency (f=16) in the human characteristics category was in the communication theme, the highest frequency (f=78) in the technical characteristics category was in the problems and solutions theme. In the last category, conceptual characteristics, the highest frequency value (f=12) is in the theme of the necessity of preschool.

In today's world, countries have realized that development can be realized through individuals, and for this reason, they have tried to bring education systems to as young ages as possible in order to raise individuals. The policy of starting education at a younger age increases the importance of preschool education. When the thematic distribution of the studies is analyzed, the sub-theme of the necessity of preschool education in the category of conceptual features has the highest frequency value. Based on this value, it can be said that the

necessity of preschool is embraced by independent preschool managers.

When the thematic distributions of the studies in Table 5 are analyzed, it is seen that the emphasis on technical features (f=130) is higher than the other areas.

3.3. Recommendation Analysis of Studies within the Scope of Meta-synthesis

The recommendations of the 14 studies examined within the scope of meta-synthesis were examined and categorized under similar headings. The recommendations of the studies were categorized under three themes. These themes are national policies, implementation and research areas. The themes, recommendations and recommendation frequencies are presented in Table 6.

Table 6 Frequency of Recommendation Distribution of the Researches Subject to the Study

Theme	Suggestions	f
In The Field Of National Policies	Seminars, conferences and in-service trainings should be organized to increase the personal and professional competencies of school managegers.	8
	Incentives for postgraduate education in educational administration should be increased.	5
	The frequency of school inspections should be increased.	2
	Necessary arrangements should be made in the school Manager training process.	
	Management skills trainings during the pandemic should be regulated	1
	Accessibility of technology should be increased.	1

In Practice Area	School Managers should increase the efficiency and quality of the education and training process.	3
	The school Managerl should have successful communication skills.	2
	The school manager should create an effective school communication.	2
	School managers should create sources of income for the school.	2
	School managers should adopt democratic leadership style.	1
	Sources of stress in the management process of school managership should be mentioned.	1
	The school manager should be aware of his/her authority and responsibilities.	1
İn The Field of Research	New research should be conducted in which the scope and population of the research on school managership is expanded.	9
	Research on gender differences in school administration should be conducted.	1

By examining the recommendation sections of the studies, it was determined how many times (frequency value) which recommendation was mentioned in all 14 studies. Thus, the frequency values of the suggestions were found and entered into the table. When Table 6 is examined, the suggestion with the highest frequency in the category of national policies is the organization of seminars, conferences, in-service trainings to increase the personal and professional competencies of school managers (f=8). The researchers think that trainings for school managers will contribute to their personal or professional development. The second suggestion with the second highest frequency in the same category

is encouraging managers to get a master's degree (f=5). The most frequently mentioned suggestion in the field of practice category is that school managers should increase the efficiency and quality of the education process (f=3). The next most frequently mentioned suggestion was that managers should have effective communication skills and the frequency value of this suggestion was two. The third suggestion category is the research area. The most frequently mentioned suggestion in this area is to conduct new research in which the scope and population of research on school managership is expanded (f=9). This suggestion was mentioned in almost all of the application areas.

4. Discussion and Conclusion

In this part of the study, the results obtained after examining the studies conducted with managers working in independent kindergartens in Turkey are discussed. Within the scope of this study, there are 6 master's theses and 8 articles conducted in Turkey between 2005 and 2022. The participants of the 14 studies included in the meta-synthesis consisted of independent kindergarten managers.

It is seen that the subject content of each of these studies that prefer independent kindergarten managers as participants is different; although the type of participants is similar, the subject is addressed from different dimensions. In the most recent study, Dağ (2022) chose a current topic while studying the impact of the Covid-19 pandemic on preschool administrators and teachers in our country and the world. When we look at the studies conducted in 2021, we encounter three different studies. While Sarıkaya (2021) addressed the stress sources of kindergarten managers in his study, Özbakır and

Dilmaç (2021) investigated the problems and solutions of administrators in preschool institutions in the case of Ereğli. Konan and Ulaş (2021) conducted a study on being a manager in kindergarten during the coronavirus pandemic. It is seen that Dağ (2022) and Konan and Ulaş (2021) conducted their studies on similar topics based on the effects of the pandemic period they were in in their studies conducted in two different years. In 2020, Ağaoğlu and Selim conducted studies on the supervisory responsibilities of school managers, and Giren and Öztürk conducted studies on the views of kindergarten managers on dual education.

In 2019, Çalışıcı Ünsal conducted a master's study on self-actualization with kindergarten managers; while in 2018 Bilgiç,

The views on kindergarten fees and Demir Yılmaz conducted an article on the difficulties experienced in the management of preschool education institutions. In 2017, one of the two studies was a study by Sildir and Akın based on the opinions of school managers in preschool education, while the second study was a study by Köse and Uzun based on being a female administrator in preschool education.

Going further back chronologically, Karaduman's study on preschool administrators' perceptions of family involvement in 2016, Karademir's study on the reflection of school climate on education in 2013, and Büte's study on the functioning of school management processes, problems and ways of coping in 2007. Going back further than 2007, there were no studies conducted within the determined criteria.

When examining the distribution of studies according to years, more than one study was found in some years, while no study

was found in some years. In 2021, the number of studies conducted is relatively higher. Considering the chronology of the studies, it can be said that similar studies will increase in the following years, based on the fact that there are more studies in the time period close to the present day.

When all of the thesis and article studies are examined, it is seen that all studies have worked with independent kindergarten managers from very different aspects. Based on this, it can be concluded that independent kindergarten managers are influenced by many different situations in the school management process and all these different dimensions make the management process difficult. In this context, it can be said that school managers need to have both high personal skills and professional competencies in order to master the school management process, which consists of many dimensions and becomes complex.

When the studies are analyzed in terms of their metadological characteristics, it is seen that the interview method has the highest frequency (f=6). Interview is a data collection tool in qualitative research. It is a research technique where deeper and more qualified data can be collected (Türnüklü, 2000). In the table (Table: 3)

The reason why it is included in the research design section in the table (Table: 3) is because some studies have written that they only use the interview technique without specifying what the qualitative research design is.

Looking at the frequencies of the research designs, the frequency value of the phenomenology design is 3, while the frequency value of the case study is 2. The number of studies without

a research design is 3. When we look at the methods of the studies in which the research design is not specified, it is written that they are only qualitative research.

It was seen that the content analysis method was used more frequently than other methods in data analysis (f=8). Content analysis is a technique in which inferences are made from the data recorded as a result of a research in social sciences (Olgun, 2008). The analysis method with the highest frequency (f=4) after content analysis in data analysis methods is descriptive analysis. Descriptive analysis is the grouping and interpretation of the data obtained as a result of interviews and observations by predetermined themes and presentation of the research result (Yıldırım & Şimşek, 2008; as cited in Karataş, 2015). Considering the other analysis methods used, it is seen that one inductive analysis method and one analysis program were used.

When the number of participants of the qualitative studies included in the meta-synthesis was examined, it was noteworthy that they mostly had between 1-10 participants (f=6). While the number of studies with 11-20 participants was 4, the number of studies with 21 or more participants was 4.

The themes of the studies were analyzed under three new meta-themes. When the human characteristics meta-theme is examined, it is seen that the frequency value of the communication sub-heading is high. It is concluded that the studies within the scope of meta-synthesis frequently included the theme of communication while creating their own themes. Looking at the second meta-theme, technical characteristics, the sub-heading of problems and solutions has the highest frequency value (f=78). It can be said that themes

related to problems and solutions are frequently created in studies conducted with independent kindergarten administrators. When the last meta-theme, conceptual characteristics, is examined, it is concluded that the studies conducted with administrators created themes about the necessity of preschool.

The recommendations section of the 14 studies included in the meta-synthesis was examined and Table 6 was created in order to see which recommendations the studies stated and how often they stated them from a holistic perspective. The recommendations of the studies were grouped under three different recommendation headings (recommendations made in the field of national policies, recommendations made in the field of practice, and recommendations made in the field of research). Among the suggestions collected under the heading of national policies, the suggestion with the highest value (f=8) is the organization of seminars, conferences and in-service trainings to increase the personal and professional development of school managers. As a result of their studies, the researchers emphasize that in-service trainings to be given to school managers will increase their personal and professional development. When we look at the suggestions under the heading of application area, it is mostly suggested that the school manager should increase the efficiency and quality of the education process as a result of 3 studies (f=3). Finally, it is suggested to conduct new studies in which the scope and population of the research on school managers are expanded (f=9).

When we look at the national research, it is seen that research has been conducted on the importance of preschool education and independent kindergartens in different dimensions. Research on different aspects such as the importance of preschools, their

functioning, management styles and competencies, physical competencies, and budget services have diversified and expanded the literature on this subject. The diversity in the studies both creates a resource pool for researchers who want to conduct studies in this field and is important in determining the field of research they want to conduct.

5. Recommendations

Based on the data obtained, the following recommendations are presented:

This meta-synthesis study focused on qualitative studies. A meta-analysis study covering quantitative studies on a similar topic can be conducted.

Since including only studies on independent kindergarten managers within the scope of meta-synthesis narrows the scope of the study, in a larger study, all subjects that are or could be studied at the preschool level can be compared by addressing them at other levels.

Although studies have been conducted with kindergarten administrators in different subject dimensions, there are topics that have not yet been studied. Since there is no study that examines the strengths and weaknesses of institutions and studies based on swot analysis in educational institutions are limited, conducting a swot study on the strengths and weaknesses of independent kindergartens will make important contributions to this field.

Since there is no doctoral thesis with a qualitative research method conducted with independent kindergarten managers,

conducting doctoral level studies in this field will be important in terms of guiding doctoral candidates.

It was noteworthy that one of the analyzed studies selected female administrators as participants. Qualitative research can be conducted on being a female administrator in independent kindergartens. Studies on the motivation sources of female administrators and the difficulties they experience in the management process will be important in terms of adding diversity to this field.

In order to increase the professional and personal development of school managers, the number of activities such as local or central trainings, conferences, etc. can be increased by expanding their content. The professional development of school managers may positively affect their personal development and this may increase the success in school management processes.

The problems encountered in the management processes of independent kindergartens can be studied in different dimensions. Stress, motivation of employees, provision of financial resources, and the effects of parents on the school management process can be given as examples of dimensions that can be studied.

Nowadays, there is a lot of comparison between the concept of management and the concept of leadership. Studies can be conducted on leadership types of managers in independent kindergartens.

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CHAPTER II

21st Century Skills and Values Education

Okan SARIGÖZ[1]

Introduction

The cycle and values education, with its focus on technology conservation, problem-solving, communication, cooperation, and critical thinking, are crucial elements for success in the 21st century. Values education centers upon fostering character development, ethical principles, and a sense of social responsibility. The relationship between these areas is evident in their emphasis not only on technical skills but also on ethical values and social responsibility. It is essential to strengthen cooperation and collaboration through values such as tolerance, empathy, and respect. In the 21st century, knowledge and value education emphasizes not only the development of knowledge and technical skills but also the development of an ethical perspective and human-oriented values. Critical thinking combined with values such as honesty and fairness can help to analyze ethical issues and make the

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right decisions. The ability to be creative and productive can also be effective in addressing social problems on the basis of ethical values. This approach promotes individual achievement and contributes effectively to social well-being and justice. In the 21st century, sustainability and values education are intertwined. It is not only about technical knowledge and skills but also about ethical behavior and social responsibility. In a fast-paced world, it is crucial to contribute to social well-being. Values education in the 21st century involves not only endowing individuals for business success but also positively influencing communities and the world. This approach contributes to a sustainable society by enabling technical developments and human-centered values. Furthermore, value education in the 21st century focuses on students' responsibility to read, use, and share accurate information. This, combined with skills such as media literacy and information management, creates a healthier communication environment by preventing the transfer of misinformation. Productivity and value education aims to ensure well-being, social progress, and effective participation in the information society, enabling students to take part responsibly and contribute effectively to the production process.

1. 21st Century Skills

Rapid technological advancements have led to significant transformations in various domains, ranging from everyday life to the realm of business. In the century in which we currently reside, it is observable that this ongoing cycle of transformation has indeed become a prevailing reality (Castells, 2010). In light of this reality, the technological advancements witnessed in the 21st century have notably impacted the interests, desires, and demands of society, thereby reshaping economic, social, and daily life dynamics. This

rapid advancement has resulted in the swift dissemination of information, the emergence of novel social networks, and the influence of social anxiety across multiple domains, encompassing both work and education. The advent of the Internet has transformed the accessibility of information, rendering it more convenient and expeditious compared to previous methods, and as a result, the perception that information is time-consuming and difficult is changing. Hence, there arises a necessity for an education system capable of accommodating and responding to this technological shift.

As the demands of society evolve, it becomes imperative for the education system to adapt accordingly, emphasizing the vital importance of the restructuring process (Milli Eğitim Bakanliği [MEB], 2011). During the early 2010s, numerous prominent associations and corporations based in the United States, including the National Education Association, and American Association of School Librarians, as well as companies such as Lego, Microsoft, Pearson, ETS, HP, Apple, Intel, Dell, Crayola, and Cisco collaborated on an initiative aimed at highlighting and cultivating 21st century skills. The initiative was outlined through a comprehensive summary product released by the Department of Defense Education Activity (DODEA) in 2014. This framework centers on three primary themes: learning and innovation skills, life and career skills, and literacy (information and media) skills, along with the various skill sets encapsulating these themes. These endeavors signify an important step toward formulating an appropriate education and training paradigm for the 21st century (Partnership for 21st Century Skills, 2008).

Education assumes a fundamental role in our lives, serving as a primary endeavor that enables students to acquire skills appropriate to their age and stage of development. The National Education Basic Law No. 1739 encapsulates the principles governing the education system and underscores the imperative for individuals to grasp the essence and purpose of education. The human profile targeted by Turkish National Education is defined in the context of self-realization as a multi-dimensional (mind, body, morality, emotion, and spirit) individual (Yavas et al., 2021). It seems that various efforts are being made today to create a new paradigm in the education system. In light of this initiative, education systems aspire to ensure that students not only attain cognitive skills such as literacy and numeracy but also cultivate 21st century skills, which are deemed essential for enhancing their critical thinking abilities, learning methodologies, and overall quality of life (Orhan-Goksun, 2016).

Moving forward, education is expected to change its emphasis, moving towards fostering interdisciplinary skills and adaptable competencies, rather than solely focusing on providing basic knowledge. This shift in approach aims to provide students with the necessary skills to succeed in today's world and effectively deal with various situations (Cansoy, 2018). In this context, based on the belief that 21st century skills constitute a new paradigm in education, it is of great importance that education systems keep pace with this change and provide these skills to students (Ağaoğlu & Demir, 2020). In today's rapidly changing and complex world, adopting an educational approach that focuses on providing students with skills such as critical thinking, problem-solving, flexibility, communication, and cooperation will play a critical role in raising

qualified individuals who will contribute to society (Walser, 2008). Therefore, the adaptation of education systems to 21st century skills will pave the way for individuals and societies to build a successful future.

According to Ucak and Erdem 2020), within the framework of the 21st century, schools necessitate to be structured as an institution that shapes society and leads social development rather than being an institution where only knowledge and skills are transferred. Today's schools can achieve this leadership by following the change required by the age and with a dynamic level of organizational learning (Yavas & Celik, 2020). Moreover, Wagner (2008a) emphasizes that today's school curricula are insufficient in terms of planning and implementation and points out that there is a significant gap between the knowledge and skills taught in schools and the practical skills that students need in daily life (Sarigoz, 2016). This situation may cause graduates to feel inadequate in dealing with the problems they will encounter both in the business world and in social relations. At this point, a curriculum restructured in line with 21st century skills will increase students' effective participation in society and allow them to better realize their potential.

The rapid expansion of information and communication technologies (ICT) underscores the need for a comprehensive grasp of the global economy and ongoing adaptation in methods of both work and learning (Sarigoz, 2014). This requires individuals to focus not only on traditional knowledge and skills but also on 21st century skills in order to succeed in today's world. Although these abilities are classified as education and workplace learning skills within the contemporary economy, they are also a vital requirement for

effective citizenship practice. Therefore, 21st century skills require individuals to serve not only in their educational and professional lives but also as active and informed participants in society. Although the need to develop skills that will contribute to the information society has been taken into consideration at this point, there is not a common definition of 21st century skills in the literature yet (Anagun, 2018; Voogt & Roblin, 2012). In this context, Trilling and Fadel (2009) classified 21st century skills under three main headings: "learning and innovation skills", "digital literacy" and "career and life skills", while Wagner (2008b), based on interviews with senior managers, examined 21st century skills under seven different headings: "critical thinking and problem solving", "imagination and curiosity", "agility and adaptability", "effective oral and written communication", "collaboration and leadership ", "initiative and entrepreneurialism", and "accessing and analyzing information". It can be seen that these definitions prove that discussions about the importance and nature of 21st century skills are ongoing.

1.1. Scope of 21st Century Skills

21st century skills encompass a variety of fundamental and ancillary skills covering life skills, socio-emotional skills, technical proficiencies, social aptitudes, and transferable competencies. Technical proficiencies like data analysis and computer programming are deemed indispensable for meeting job demands. Conversely, soft skills such as communication, active listening, attention to detail, conflict resolution, critical thinking, and empathy are challenging to quantify due to their human-centric and intricate nature. Information communication technology (ICT) skills, digital skills, and digital literacy are widely used

interchangeably within this domain. They play a pivotal role in fostering business success and are central to 21st century skillsets (Joynes, et al.,2019). The 21st century is characterized by various cycles including critical thinking, innovation, problem-solving, metacognition, ICT literacy, empathy, communication, learning, collaboration, information literacy, citizenship, personal and social responsibility, and life and career (GPE, 2020). Research findings indicate a positive correlation between 21st century developments and enhanced academic performance, emphasizing the importance of fostering these advancements within alternative learning environments and schools. It is evident that these developments are interconnected processes and should not be treated as isolated entities (Koser, 2022). Consequently, it is imperative to promote the development of 21st century skills within both educational institutions and alternative learning environments (GPE, 2020).

Although the importance of 21st century skills has been underlined in many studies (Ağaoğlu & Demir, 2020; Goksun & Kurt, 2017; Lai & Viering, 2012), there are various views on the scope of 21st century skills in the literature. In this section, these skills are discussed under three main headings: 'Learning and Innovation Skills', 'Literacy Skills', and Life and Career Skills'. The general framework of the 21st century skills mentioned in this context is shown in Figure 1.
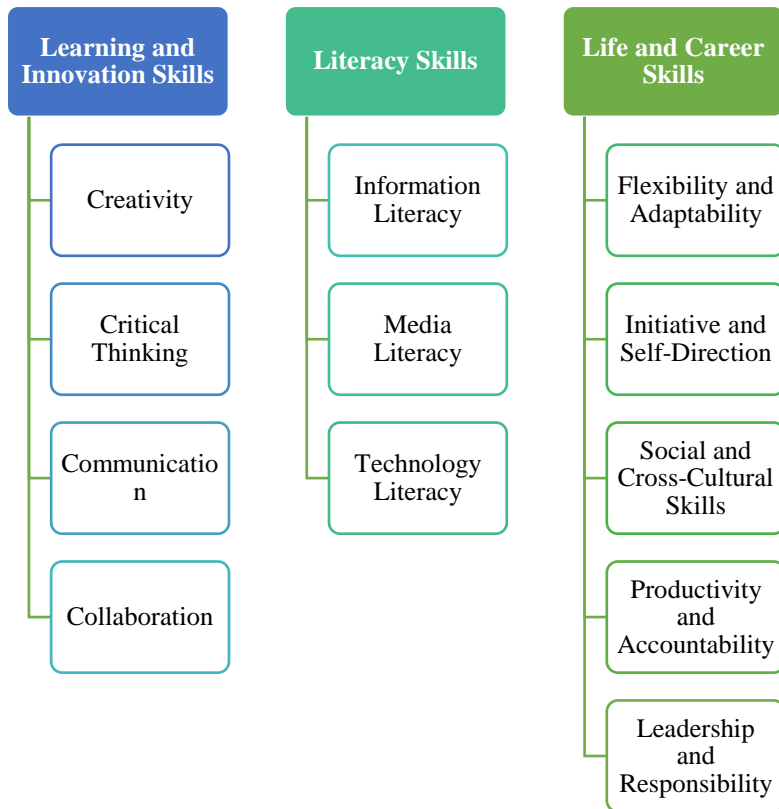
Figure 1: Classification of 21st century skills

1.1.1. Learning and Innovation Skills

These skills are described in four main frameworks: creative use of knowledge, openness to different perspectives, critical thinking, effective communication, and collaboration.

1.1.1.1. *Creativity*

Creativity is an individual's ability to develop a flexible, original, and unique perspective in the face of various problems, issues, or situations. In other words, creativity is defined as bringing things together in unusual and unconventional ways, building something new and unique, or observing elements that may be

overlooked (Brookhart, 2010). Therefore, it can be said that the concepts of creativity and innovation are affected by organizational problems, lack of knowledge, and different perspectives (Yavas & Celik, 2010). These issues will allow for the generation of new insights that will effectively contribute to the organization. The concept of innovation, which is closely associated with creativity, involves the spread of new ideas instead of incompatibilities or lack of knowledge, aiming to make a product or service more beautiful, useful, and accessible to a wider audience (Sungur, 1997).

According to Ozturk (2004), creativity plays a fundamental role in various life conditions and human relations as well as in the fields of art and science. In other words, creativity, with its wide range of applicability, contributes to producing original and innovative solutions not only in the scientific and artistic sense but also in various areas of daily life such as the business world and especially educational practices. In this context, students with creativity skills should have various qualities such as using idea-generation techniques effectively, generating innovative and valuable ideas, and analyzing and evaluating these ideas (Partnership for 21st Century Learning, 2015; Trilling & Fadel, 2019). In addition, educational administrators should use various ideation techniques such as brainstorming to create valuable knowledge and consider marginal and radical concepts in order to develop students' creativity skills. They should also enable employees to evaluate and analyze their own departments, be sensitive to different perspectives, and adapt to the real world without limiting originality. The knowledge or products produced should be used in the field without fear and should make a tangible and useful contribution (Partnership of 21st Century Skills, 2016).

1.1.1.2. Critical Thinking

Critical thinking is a multifaceted process involving a series of complex activities. According to Cansoy (2018), critical thinking includes the processes of evaluating a subject and/or situation independently and objectively, testing the accuracy of the information, and using the acquired knowledge in problem-solving. According to Cottrell's (2005) research, critical thinking involves understanding and managing one's thought system structures to demonstrate intellectual skills and problem-solving abilities. Bringham (1998) defined problem solving as examining the dimensions of a problem in detail and determining various solutions by analyzing the relationship patterns between these dimensions.

Educational professionals and managers with effective critical thinking skills should make informed decisions in complex situations, comprehend the relationships between variables, find solutions, and ask the right questions to find the best solutions. They should also have the ability to analyze and synthesize to solve problems that require specific skills. If these skills that should be possessed by educators are listed;

- Questioning the cause,

- Understanding complex systems,

- Asking critical questions,

- Deciding on solutions,

- Making effective analyses,

- Evaluating beliefs, claims, evidence, and alternative viewpoints,

- Synthesizing information and interpretations,

- Summarizing the importance of problem-solving skills, including building relationships,

- Moving between information and interpretations, visualizing results, reflecting on learning experiences, criticizing decisions and procedures, and using both traditional and unconventional techniques to solve problems (Partnership for 21st Century Skills, 2008).

Taking into account all of these, the aforementioned skills clearly demonstrate the importance of questioning reason, analyzing interactive parts, asking critical questions, evaluating evidence, and synthesizing information.

1.1.1.3. *Communication*

Communication involves the written and verbal expression of feelings and changes provided by the sender and receiver. In other words, communication is the open and effective sharing of ideas and behaviors between two individuals or groups. According to Uluyol and Eryilmaz (2015), people interact with the social environment they are in without realizing it and share ideas about the problems they face. Today, communication, which is the most basic building block of accessing new information, is characterized as an indispensable element of humanity (Ciftci et al., 2021). Especially in the dynamic and rapidly changing world of the 21st century, communication skills are critical for individuals to exchange information with each other.

Effective communication skills play a vital role in both the professional and personal lives of individuals. Moreover, these skills

help individuals to establish productive interactions in personal relationships and business life by allowing them the opportunity to express their feelings, thoughts, and information effectively. People with effective communication skills are generally characterized as self-confident, empathetic, open-minded, and cooperative. From this point of view, as a result of effective communication in the workplace, it can be said that employees who have listening skills, use positive body language, communicate effectively, and express their thoughts clearly and understandably will have higher job performance. In addition, these people strive for sustainability, use motivating language, and show mastery in persuading their employees. In addition, it can be said that the empathizing skills of these people are highly developed. Empathy also constitutes an important aspect of communication styles and enables effective communication with external parties (Milner, 1989). Furthermore, it can be asserted that individuals with strong communication aptitude tend to achieve greater success, particularly in educational contexts, and demonstrate a more positive development in their communication skills with educators (Hacicaferoğlu, 2022).

1.1.1.4. *Collaboration*

Collaboration means that people with different skills and experiences come together and work towards a common goal. Within the framework of these qualities, collaboration involves individuals coming together to create joint work to achieve success (Uluyol & Eryilmaz, 2015). Therefore, collaboration skills within the framework of 21st century skills play a vital role in the development of extraordinary and creative solution proposals, healthy decision-making processes, and the creation of an efficient working environment.

In today's complex and dynamic business environments, it is becoming difficult for individuals to be successful alone; that is why, collaboration skills are becoming increasingly important. Collaboration, which is considered as an important skill, especially in the business world and education systems, contributes to the solution of complex problems and the development of innovative perspectives. In this context, collaboration involves processes such as bringing together employees in an organization to solve common problems, exchange ideas, and act together. Moreover, collaboration requires employees to understand each other's needs, interests, and challenges, to compromise, and to be flexible to achieve a common goal. At this point, the key skills that require collaboration can be listed as effective and respectful teamwork, flexibility, willingness and ability to provide assistance, and understanding how employees share responsibilities and contribute to the success of the team.

1.1.2. Literacy Skills

Increasing access to information resources with rapidly changing technology has made it necessary to use media tools efficiently and analyze and evaluate the information accessed. Digital literacy skills are defined by Trilling and Fadel (2009) as information curiosity, technology-based learning skills, and media use. In the 21st century, literacy skills should be transferred to future generations in terms of internalizing information and associating it with daily life, enriching and evaluating the content (Ucak & Erdem, 2020). In this context, it is of great importance for individuals to have literacy skills in order to be able to exist effectively in the information age.

Throughout the education process, students should increase their proficiency levels by focusing on developing their knowledge

and skills in basic academic areas such as writing, reading, listening, speaking, math, and science. These skills prepare the ground for them to learn and use other 21st century skills. In other words, having knowledge and skills in basic academic areas enables students to reach and actualize 21st century skills. Therefore, having sufficient knowledge and skills in basic academic areas such as reading, speaking, writing, listening, mathematics, and science constitute students' basic skills and help them acquire other 21st century skills.

Literacy skills are analyzed under three headings: information literacy, media literacy, and technology literacy.

1.1.2.1. *Information Literacy*

Today, reading, writing, and basic mathematics skills are no longer sufficient, and much more is considered necessary for life skills (Gelen, 2017). In this context, information literacy is identified as the ability to access accurate and reliable information sources, to understand and analyze information, to use accurate and creative information to solve problems, and to access sufficient and effective information through critical evaluations (Partnership for 21st Century Skills, 2008). Additionally, information literacy involves identifying, evaluating, organizing, and effectively using information to solve problems. Therefore, access to and evaluation of information is crucial in terms of productivity and resource efficiency.

Information literacy is a type of skill that individuals should have in the fields of media, information, and technology in parallel with rapidly developing technology. From this point of view, individuals with information literacy skills have various qualities such as knowing the context of the information needed, accessing it

efficiently, evaluating information sources critically, selecting and combining the necessary information from the knowledge base, using information effectively for a specific purpose, and considering legal, economic, and social factors (Demiralay & Karadeniz, 2008). In a report prepared by the National Commission on Library and Information Science (NCLIS), information literates are defined as people who can access information using various information tools as well as primary sources (Uluyol & Eryilmaz, 2015).

1.1.2.2. *Media Literacy*

Media has an important function in providing information about current events, presenting educational content, informing the public, protecting cultural identity, promoting products and services, and supporting democratic values. Media literacy can be defined as understanding how media messages are presented, their purposes, and the tools used to convey them. This type of literacy includes understanding how media messages influence people's beliefs, behaviors, and values and how they can be personally interpreted. In addition, media literacy involves recognizing fact and fiction, accepting that the media world may not be reality itself, and understanding that the media has a role in directing and managing functions. It also involves assessing what individuals can strive to achieve. Thoman (2003), the founder of the Centre for Media Literacy, defined media literacy as the interpretation of verbal and visual symbols transmitted through mass media such as television, newspapers, radio, and computers, and making original meanings.

21st century media skills include accessing, understanding, and analyzing media messages, understanding how they are constructed, their impact on beliefs and behavior, and how the media influence and accept viewpoints. It is important to develop a basic

understanding of the legal and ethical issues related to media use and access. In general, media literacy aims to raise individuals who can correctly evaluate and use information regardless of its source (Partnership of 21st Century Skills, 2008). According to Kalan (2010), in order to raise a conscious society, media literacy should be taught from the primary school age, and thus children and adults should be given the habit of conscious media consumption.

Media literacy is important not only in the field of education but also for adults operating in the business world. Media literacy training has a critical place in business life in order to be able to distinguish between reality and fiction and to make correct determinations. In fact, employers need employees who can analyze and critically evaluate media messages. Similarly, this training also enables individuals to develop resistance against manipulation and to be protected against false and misleading information. Therefore, media literacy skills play a vital role in the correct use of media, being aware of digital threats, and developing a critical perspective.

1.1.2.3. Technology Literacy

In the 21st century information age, technology is in constant change and transformation. In particular, the inclusion of digital technologies in many areas from communication to education, from business to personal life has made it necessary to keep up with the requirements of this technological age and to use technology effectively. In this context, technology literacy can be characterized as the ability to use information and communication technologies effectively. Moreover, in the 21st century, technology literacy skills are essential for the academic, personal, and professional development of individuals.

Technology literacy is the ability to use digital technologies effectively for information technology functions, including creating, evaluating, integrating, managing, and accessing information using appropriate communication networks and tools. According to Trilling and Fadel (2009), technological literacy is an individual's ability to access, structure, and evaluate information by using appropriate technological tools and equipment in any situation.

Technology literacy is necessary for individuals to understand the relationship between technology, themselves, and society. It also includes an understanding of legal and ethical frameworks in information use and access. Technology literacy aims to organize, evaluate, and research communication information, use appropriate social networks and network communication tools, and manage and access information in order to successfully fulfill the functions of the knowledge economy (Partnership for 21st Century Skills, 2008).

A technologically literate person has the potential to understand, analyze, and evaluate complex technological information (Silik & Aydin, 2021). In addition to these, the aforementioned people have effective communication skills as well as being conscious of the correct and effective use of digital media. It is seen that technological literacy includes not only the ability to use a device and run an application or software but also the processes of examining technological information from a critical perspective, ensuring security in online environments, processing, structuring, and making sense of information.

1.1.3. Life and Career Skills

Throughout both ancient and modern eras, as well as since the inception of humanity, the necessity for individuals to acquire both social and professional skills from a young age has persisted. This has remained not only as a requirement of life but also as a necessity for sustaining life and meeting the individual's needs. Primarily, families have endeavored to meet these requirements for their children, seeking support from their surroundings when they perceived their own knowledge and skills to be insufficient or unable to fulfill these needs. Initially, this support was obtained individually from philosophers, while in later periods, it began to be acquired through apprenticeship relationships and eventually from schools specializing in various subjects.

Through social and professional skills, students can acquire numerous qualities such as coping with various tasks and responsibilities, self-management, entrepreneurship, establishing social relationships, adapting to different cultures, working efficiently, and leading (Sarigoz, 2020). These skills include being flexible, taking initiative, having social skills, productivity, leadership, and intercultural adaptability.

1.1.3.1. *Flexibility and Adaptability*

Adaptability refers to an organization's ability to adapt to various responsibilities and roles by working effectively considering changing priorities and uncertainties. According to Uluyol and Eryilmaz (2015), adaptation means reacting to environmental conditions with a flexible perspective when things change. Organizational flexibility includes reacting to environmental changes at the right time and continuous improvement through the learning of employees and managers (Ceylan, 2001).

The world is going through a large-scale transformation process and therefore flexibility and adaptability skills are becoming an important criterion in areas such as education, business life, and citizenship in the 21st century (Uluyol & Eryilmaz, 2015). In other words, factors such as technological advances, social changes, and globalization bring about change in many areas. Moreover, societies that resist change, become exhausted, fail to respond to needs, and cannot adapt to modernization will struggle to keep pace with the requirements of the era and are destined to lag behind (Sarigoz & Cermik, 2012). Therefore, having flexibility and adaptability skills contributes to individuals coping with various difficulties and adapting to changing world conditions.

Yalcin (2018) listed the characteristics of students with flexibility and adaptability skills as adapting to changing situations, roles, and contexts, taking into account various opinions and thoughts in order to find solutions to problems, and balancing solution suggestions. In addition, it can be said that these people are quite successful in coping with stress.

1.1.3.2. *Initiative and Self-Direction*

21st century skills are not only limited to academic knowledge and technical skills but also include a number of skills that support the personal development of individuals such as taking initiative and self-management. These skills aim to increase individual performance and facility effectiveness by taking responsibilities beyond their roles (Akin, 2014). In this context, taking initiative is defined as assuming responsibility by taking risks in certain situations. Self-management skills, on the other hand, involve women's control of decision-making processes, including customer relations, production methods, planning, and division of

labor (Beyerlein, 1994). In other words, self-management is characterized as using time and goals in the most accurate way in line with today's needs (Uluyol & Eryilmaz, 2015). These skills help individuals to assume a leadership role in both their personal and professional lives, fulfill their responsibilities, and make correct and effective decisions.

Initiative-taking and self-management skills are becoming increasingly important in the 21st century. Today, living in a rapidly changing and developing world makes it necessary for individuals to make decisions and direct themselves independently. Similarly, rapid developments in technology and easy access to information have made it necessary for individuals to take an active role in the learning process and to direct their own learning experiences. Therefore, it is an undeniable fact that taking initiative and self-management skills contribute to individuals in many areas including the business world and education.

In this context, an educational administrator with the aforementioned skills is expected to determine his/her own learning development, exhibit professional and advanced skills, define activities, use time efficiently, and be committed to distribution as a lifelong process (Sarigoz, 2020). This approach will also help to ensure effective communication and collaboration among employees.

As a result, it can be said that people with initiative and self-management skills are very successful in overcoming difficulties and making strategic decisions. Therefore, it is important to develop these skills for the general welfare of the individual and society.

1.1.3.3. Social and Cross-Cultural Skills

Social and cross-cultural skills play an important role in effective collaboration, harmonization, and fostering innovation. These skills include working professionally, presenting oneself professionally, respecting others, and embracing different cultures. Managers with these skills have a number of qualities such as communicating effectively, adapting to individuals from different backgrounds, being open to different values and ideas, and using new knowledge for innovation. As Yalcin (2018) states, students with social and intercultural skills are competent in communicating effectively, respecting social and cultural differences, collaborating between groups, and producing innovative solutions.

These skills make it possible to work effectively with people from different cultural and social backgrounds in the modern business world. Furthermore, social and intercultural skills contribute to a culture of tolerance and cooperation in the workplace. Therefore, employees with these skills can increase their job performance and create a positive atmosphere at work. Thus, by adopting these skills, they will bridge cultural differences and improve the quality of work.

It is seen that social and intercultural skills have a vital importance in a wide range of areas from educational institutions to workplaces. Considering all this information, it is inevitable for an individual who wants to be successful in the 21st century to develop social and intercultural skills. Ozturk and colleagues (2018), as well as Gunel and Hacicaferoğlu (2022), state in their research that participation in social and sporting activities creates a positive outlook on life for individuals.

1.1.3.4. *Productivity and Accountability*

'Accountability' is described as the ability of officials in an organization to respond to their authority and responsibilities, to act without criticism, and to take responsibility in cases of failure, incompetence, or dishonesty. Accountability encompasses goals in the work environment such as meeting management, ethical work, and cooperation. It also requires not giving up despite obstacles and competitive pressure, determining the characteristics and visibility of the plan, and delivering high-capacity and high-quality products (Schater, 2000). Productivity is prioritizing, planning, and applying skills and knowledge in order to make accurate and sound decisions in a constantly changing environment (IOWA, 2013).

Productivity and accountability skills are important qualities that enable individuals to work effectively and productively in business or educational environments. According to Uluyol and Eryilmaz (2015), productive individuals have been needed both in the workplace and in educational institutions for centuries. So much so that in the 21st century learning structure, especially project identification, planning, execution, and evaluation skills have become the basic building blocks of productivity. As a matter of fact, what is expected from 21st century people in terms of productivity and accountability is to manage qualified projects and to be able to analyze the results obtained from these projects. Therefore, productivity and accountability skills are a basic requirement for individuals to be successful at school, at work, and in their lives.

The students with productivity and accountability skills exhibit characteristics such as project management, identifying priority needs in line with goal achievement, respecting cultural diversity, ethical work ethics, time management, and cooperation

(Yalcin, 2018). According to Gelen (2017), these individuals should have versatile working, active participation, taking responsibility for the results, and professional and effective presentation skills. According to Sarigoz (2017), students not only learn at school but also can reinforce what they have learned at home through flipped instructional methods.

1.1.3.5. *Leadership and Responsibility*

Leadership and responsibility are two fundamental concepts in management. Leadership involves influencing and directing employees by using organizational goals and interpersonal skills. Maintaining leadership involves examining the interests and relationships of society, guiding employees in solving personal problems, pushing them to achieve common goals, inspiring them to fulfill tasks, and ensuring ethical behavior in other units. Responsibility, on the other hand, can be defined as the fulfillment of the duties undertaken by an individual or accountability for a job done. In this context, it can be said that both concepts aim to inspire and influence the success of the organization.

Effective leadership and a sense of responsibility are considered as the keys to success in all areas of life. According to Uluyol and Eryilmaz (2015), leadership is characterized as one of the sought-after characteristics of the business world and plays a fundamental role in making effective decisions, especially in times of crisis. Similarly, it can be said that leaders and responsible individuals have an empathic, decisive, and flexible thinking structure.

Leadership and responsibility skills bring with them various qualities such as looking after the interests of society, displaying

ethical and exemplary behavior, and guiding individuals toward achieving a common goal (Gelen, 2017). Due to increasing competition, labor force, and rapid change in modern life, the characteristics expected from leadership have changed in a wide range 2015. In other words, while the understanding of leadership in ancient times was based on an authoritarian and hierarchical structure, leadership in the 21st century world has evolved into a participatory, sharing, and innovative structure. At this point, 21st century leaders are characterized as individuals who transform ideals into concrete steps, obstacles into opportunities, risks into rewards, and challenging opportunities into valuable achievements (Kouzes & Posner, 1995).

2. Values and Values Education

Values are very important for the character development of the individual and affect social, mental, spiritual, and emotional development. Determining the norms and principles of the society, and values show individuals what is important, what choices should be made, and how they should live (Akbas, 2008). From this standpoint, values play a guiding role in the utilization of skills, rendering them a crucial component of the 21st century skill set model described in this study. Values and skills, as closely interrelated concepts, constitute the basic components of character development.
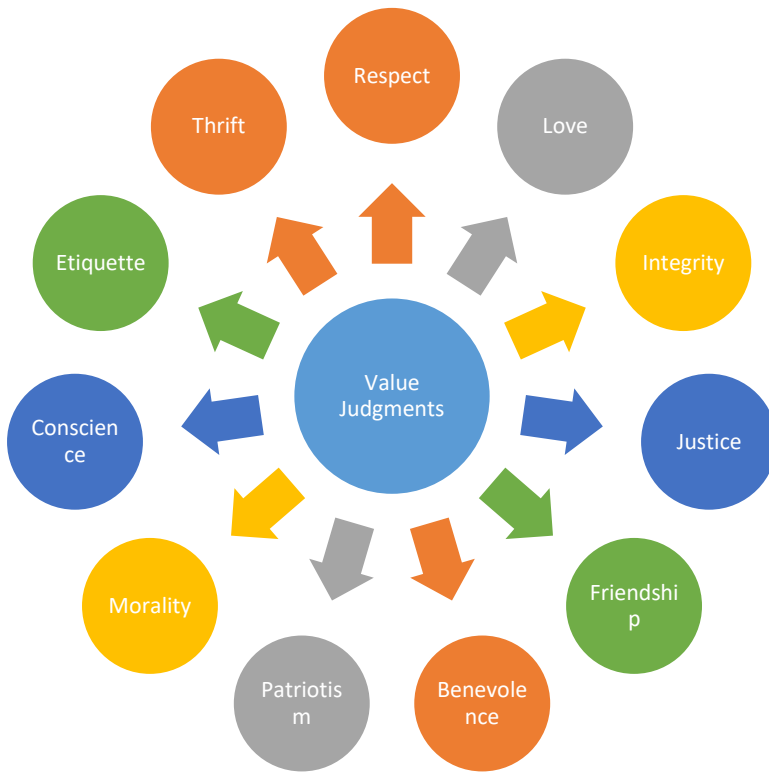
Figure 2: Classification of value judgments

Respect stands as a foundational element of human conduct, encompassing values, beliefs, practices, opinions, privacy, and rights. It constitutes an integral aspect of familial cohesion, friendship, integrity, justice, civility, patriotism, conscience, morality, etiquette, and thrift. Rooted in personal, cultural, and societal values, respect embodies a set of behaviors, endurance, and beliefs that delineate moral conduct and ethical behavior. *Love*, a significant facet of familial unity, embodies sacrifice, loyalty, trust, and affection. *Integrity* involves an understanding of ethical principles and values, showing sincerity, reliability, humility, and

truthfulness. *Justice* entails the capacity to act impartially and equitably by sharing values within society. *Friendship,* characterized by altruism, solidarity, understanding, trust, cooperation, and loyalty fosters social bonds and mutual support. *Benevolence* is closely associated with cooperation, generosity, hospitality, sharing, and compassion. *Patriotism* is defined by industriousness and solidarity, along with a deep appreciation for nature and natural heritage. *Morality*, shaped by cultural, personal, and societal values, encompasses a set of endurance, behaviors, and beliefs that delineate right from wrong. *Conscience* entails sensitivity and empathy towards diverse perspectives, guiding moral decision-making. *Etiquette* denotes the respect and civility inherent in societal norms, while *thrift* encompasses the prudent utilization and management of resources (Camara et al., 2015; Care & Luo, 2016; Council of Europe, 2016; Lippman et al., 2015; MEB, 2017; MOE, 2018; TDK, 2023; UNICEF, 2017).

Values education concentrates on cultivating character, instilling ethical principles, and fostering an understanding of social responsibility. It encompasses fundamental human values like respect, honesty, responsibility, justice, cooperation, tolerance, and empathy. Additionally, it encourages individuals to take an active role in society rather than focusing solely on personal success. In this regard, appropriate environments, especially educational institutions, should be effectively utilized to instill these specific values in students.

According to Akbas (2007), schools undertake important responsibilities such as transferring cultural values to students, imparting values that are explicitly stated and/or not stated in the school program, contributing to their moral development, and

supporting their character formation. In fact, values education in our country was emphasized in the decisions of the 20th National Education Council held in 2021 and it was pointed out that values education practices should be carried out by taking into consideration the developmental level of the child, especially in the pre-school program (MEB Sura Kararlari Dosyasi, 2021). As per National Education Basic Law No. 1739 (MEB, 1973), the general purpose of Turkish National Education is stated as "...to educate as citizens who adopt, protect and develop the national, moral, humanitarian, spiritual and cultural values of the Turkish Nation". It is seen that values education has become an integral part of school environments.

The social structure has undergone a continuous evolution and transformation throughout history, which has led to a radical change in people's lifestyles, behavior patterns, value judgments, habits, and needs. This constantly evolving nature of societies has made it difficult for individuals to adapt to society and has led to the conflict of value systems (Akbas, 2007). So much so that this situation has led to the deterioration of social unity and solidarity and the emergence of social conflicts. In this respect, values education aims to provide moral and values such as love, respect, justice, honesty, courage, conscience, virtue, and benevolence.

In addition to contributing to the personal development of the individual, values education also serves the general welfare of society. According to Kamer and Sahin (2020), the two main purposes of values education are to contribute to individuals to lead a characterized life and to ensure social peace and harmony. Based on this information values education aims to establish healthy relationships in society, to ensure social welfare, and to build a

sustainable society by protecting social values and norms. Moreover, these norms and values are also important within the work environment. Negative behaviors that can arise at every level of the workforce may lead to adverse developments in societies' production processes and particularly in their value judgments (Sarigoz et al., 2015; Hacicaferoğlu & Hacicaferoğlu, 2022).

In the light of the information obtained about values education, it can be said that this education contributes to the character development of individuals as well as ensuring the continuity of society.

3. 21st Century Skills and Values Education

In today's technology-oriented world, success is based not only on traditional knowledge and skills but also on high-level thinking skills such as processing, analyzing, structuring, and evaluating information. Within this context, the basic skills of the 21st century include critical thinking, communication, problem-solving, collaboration, media literacy, innovation, knowledge management, and versatility, and these skills bring not only memorization but also understanding, synthesis, and practicing. In this respect, 21st century skills are vital for success in a rapidly changing and complex world.

Modern education has been criticized for years for not effectively addressing social problems such as violence, lack of understanding, mistrust, and dishonesty while accommodating technical curricula. At this point, UNESCO points out that the destruction of natural resources, the loss of human values, and production and consumption habits that encourage irresponsible greed need to be specifically addressed. Therefore, in order to

prevent the disasters caused by our current human paradigm, it is of great importance to emphasize values in all areas of education. In other words, educational institutions in democratic societies should focus not only on intellectual development but also on developing students' human values, ethical principles, moral attitudes, and behaviors. Otherwise, trying to meet technological needs by purifying educational activities from basic values and principles will lead to a confusion of values (Yazici, 2006).

The association between education and values in the 21st century is revealed by the rapid and complex progress of our times. Both education and values education involve similar goals but approach them from different perspectives. In the 21st century, sustainability and values education concentrates on the development of technical skills, social responsibility, and ethical values. Collaborative values education combines values such as tolerance, empathy, and respect, while critical thinking and integrity help to analyze ethical issues and make informed decisions. Meanwhile, solutions based on ethical values can be applied at the social level, fostering creativity, productivity, and responsibility. Knowledge and value education are vital for personal and social success. From this point of view, integrating values education into the process and having knowledge about these trainings will help individuals to live meaningful and effective lives.

Values education is a crucial aspect of 21st century life that focuses on the knowledge, skills, and abilities necessary for success in society and business. It involves deep learning, analytical thinking, problem-solving, and cooperation and differs from traditional and academic units. It focuses on children's character development and ethical details, enabling them to respect others,

take responsibility, be tolerant, act fairly, create peaceful solutions, and behave ethically globally.

The relationship between 21st century life and values education makes it necessary to equip children with both knowledge and values. In this context, *critical thinking* helps to question value judgments, while *communication* enables interaction with different cultures, and encourages creativity and innovative technologies in line with values. *Flexibility* allows adaptation to life, structure, and values. Other than that, *collaboration skills* include value judgments such as empathizing and accepting different perspectives. Similarly, when *leadership and responsibility skills* are considered together with value education, they become the carrier of basic qualities such as honesty, empathy, and justice that a leader should have.

While 21st century skills include the basic skills required for individuals to keep up with the needs of the age, values education includes some ethical principles that support their character development. From this point of view, 21st century skills emphasize skills such as critical thinking, collaboration, creativity, and communication that are necessary for individuals to sustain their lives. On the other hand, values education includes qualities such as justice, honesty, love, friendship, conscience, good manners, and benevolence. The fact that these two areas complement each other contributes to the individuals leading an appropriate life within the framework of ethical values rather than just academic success. In other words, if 21st century skills are used in harmony with core values, individuals will act with an awareness of their social responsibilities and exhibit behaviors in accordance with norms and principles. In this way, a fair, honest, and respectful environment will be built in society.

Considering all this information, values education has become a basic necessity for raising important individuals. These areas contribute to producing solutions for individuals, revealing individual potential, and protecting knowledge and values. For this reason, growth and values in the 21st century education process are of great importance in terms of the place of education that will enable children to grow up as knowledgeable and valuable individuals (Cansoy, 2018; Cetin & Cetin, 2021; Orhan-Goksun, 2017; Trilling & Fadel, 2009; Yalcin, 2018).

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CHAPTER III

Examining primary school teachers' opinions on 1st level literacy course for asylums: A case study

Rabia BAYINDIR[1]

Introduction

One of the important parts of education is seen as adult education which is expressed with concepts such as public education, basic education, continuing education, and community education. Among the concepts used, the most frequently encountered concepts are public education and non-formal education. The most commonly used concept of public education has been defined in different ways. Kılıç (1981) defines it as a systematic and continuous out-of-school education that provides progress by equipping the programmes created depending on the needs and demands of human and national values. Besides, these are activities or programmes organised for the learning needs of individuals who

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are outside the age of compulsory education. It is seen that the common point of public education is adult education and it appears as programmes consisting of the learning needs of adults. When we look at the international literature, we see that the concept of public education in the national literature is used more frequently in adult education and lifelong learning.

The main purpose of Public Education Centres (PEC) in our country is; in line with the definitions above, they are institutions where programmes that meet the learning needs of adult education are implemented. Training programmes in PECs should answer the questions of what the purpose is, to whom they will be given, and where and when they will be carried out. A training programme planned to be prepared should be designed in line with the aims to meet the interests and needs of adults, taking into account their characteristics (Knowles, 1996). For this reason, the aims of the training given in public education should serve to achieve behavioural change measured as a result of the programme (Okçabol, 1996).

Many definitions have been made about the concepts of reading-writing and literacy. According to the research, it can be said that there are significant differences between these two concepts. Because although the concept of literacy includes the concepts of reading and writing, it has a different meaning than the sum of these two concepts (Aytaş & Kaplan, 2017). While reading and writing is a learned behaviour for decoding a certain letter system, literacy can be defined as a developable skill for making sense of everything that carries a message meaning in the mind (Kurudayıoğlu & Tüzel, 2010) or reading and writing effectively in various contexts (Pilgrim & Martinez). For this reason, it can be said that the act of literacy is

a more complex and cognitive act as well as including the act of reading and writing and that it is a lifelong and developable skill.

Literacy knowledge and skills acquired by individuals who have dropped out of primary school for various reasons or who have never attended school are directly measured, evaluated, and certified within the non-formal education system within the scope of lifelong learning. Adult Education Level I Literacy Certificate: Adults who have never been to school before can attend Level I Literacy Courses opened within public education centres. If they are successful at the end of the course, they are entitled to receive a "Level I Literacy Certificate" and to register for Level II Literacy Courses with this certificate. Adults who are literate but cannot document this situation are taken directly to the "Level I Placement Exam" without attending the Level I Literacy Course. If they are successful, they can participate in the "Level II Placement Exam" if they wish with the "Level I Literacy Certificate" they will receive.

Literacy course programmes in PECs are carried out on two levels. In the 1st Level programme, the objectives are:

1. In terms of reading and writing;

   • To gain listening/watching, speaking, reading, and writing skills,

   • To ensure that they use Turkish consciously, accurately, and carefully by the rules of speaking and writing,

   • To gain the ability to read simple texts,

2. In terms of Turkish;

   • To gain reading skills by understanding,

- To enable them to evaluate and question what they read from a critical point of view,

- To ensure that they develop a positive attitude towards reading,

- To ensure that they attach importance to national, spiritual, moral, historical, cultural, and social values; to strengthen their national feelings and thoughts,

- It is aimed to enable them to recognise and adopt aesthetic and artistic values through works of Turkish and world culture and art.

People over the age of 14 who have never been to school or who have started primary school and dropped out of the 1st, 2nd, or 3rd grade can attend 1st Level Literacy course and receive a Literacy Certificate. It is a total of 120 hours of training. Those who are successful in the exam at the end of the course are entitled to receive the 1st Level Literate Certificate. With this document, they can participate in 2nd Level Literacy courses.

In PECs, it is stated that the 1st level achievements correspond to the 1st and 2nd grades of primary school. People over 14 years of age who cannot read and write or who have not completed primary school for some reason can attend Literacy courses at PECs and receive a Literacy Certificate or a 2nd Level Literacy Certificate, which replaces the primary school diploma.

According to the 2020 report of the General Directorate of Lifelong Learning, the number of course centres for Literacy Courses was 2,875, the number of male trainees was 6,214, the number of female trainees was 12,097 and the total number of

trainees was 18,311. Among the trainees participating in general public education courses, there are also foreign trainees. When the E-Nonformal System data were examined, in 2020, there were 156,332 trainees from 135 different countries in our country who benefited from public education centres. Of these trainees, 67,423 (43%) are male and 88,909 (57%) are female. 83,214 of the trainees completed the courses and received certificates. The completion rate of the courses was 56.43%. (MEB, 2020). In 2021, according to the data on foreign trainees from 131 different countries in Turkey, a total of 266,541 individuals benefited from public education centres and 155,597 (58.38%) of them received certificates (MEB, 2021).

These literacy courses are also given at Primary Schools by primary school teachers and they are certificated by PECs. Therefore, this research aims to examine primary school teachers' opinions about the problems encountered in the 1st level Turkish literacy courses organized for Syrians and Afghans and possible solutions suggested by teachers. For this aim the answers to the following questions were examined:

1. What kind of problems are encountered by teachers who give 1st basic level Turkish literacy courses to adults (Syrian asylum seekers and Afghans in Temporary Protected Status -TPS) whose mother tongue is not Turkish?

2. What are the main reasons for the problems encountered by the teachers who give 1st level Turkish literacy courses to adults (Syrian asylum seekers and Afghans in TPS) whose mother tongue is not Turkish?

3. What do the teachers who give 1st level Turkish literacy courses to non-native Turkish-speaking adults (Syrian asylum seekers and Afghans in TPS) think about the effect of these situations on learners' achievement?

4. What kind of temporary solutions do teachers who provide 1st level Turkish literacy courses to non-native Turkish-speaking adults (Syrian asylum seekers and Afghans in TPS) find for the problems they encounter during the course?

5. What do the teachers who give 1st level Turkish literacy courses to non-native Turkish speaking adults (Syrian asylum seekers and Afghans in TPS) suggest for permanent solutions to the problems they face?

Methodology

This research, which aimed to examine the opinions of primary school teachers about the 1st level Turkish literacy courses organized for Syrians and Afghans, was an embedded single case study design of case study based on qualitative data. According to Günbayı and Sorm (2020), a flexible approach to the research is provided by qualitative research designs. Moreover, the case study presents results by doing observation in their real context. This method allows researchers to retain the holistic and meaningful characteristics of real-life events (Cohen et al., 2007; Yin, 2012).

Sampling

In the study, eight primary school class teachers were included in the research on a voluntary basis. This study was

conducted at Zeytinburnu District of İstanbul, Türkiye from September 8th, 2023 to December 12th, 2023. The purposive sampling method, useful in many cases in discovering and explaining facts and phenomena (Palys, 2008), of a non-probability sample technique was used in the research and the sample does not represent the whole population, it simply represents itself. This is frequently the case in small scale research, for example, in a particular group of participants, where no attempt to generalize is desired (Cohen et al., 2007).

Data collection

In this research, semi-structured interview form was used from qualitative data collection tools. Semi-structured individual interviews allow flexibility, like changing the order of questions and simplifying the questions (Cohen et al., 2007). The form is developed by the researcher, and reviewed by three experts including a Turkish language teacher, an English language teacher, and a Qualitative Researcher. The interview was done by asking questions in turn, and recording or marking the answers (Merriam, 2009). The semi-structured interview form questions used in the research are given below:

1. What kind of problems are encountered by teachers who give 1st basic level Turkish literacy courses to adults (Syrian asylum seekers and Afghans in Temporary Protected Status -TPS) whose mother tongue is not Turkish?

2. What are the main reasons for the problems encountered by the teachers who give 1st level Turkish literacy courses to adults (Syrian asylum

seekers and Afghans in TPS) whose mother tongue is not Turkish?

3. What do the teachers who give 1st level Turkish literacy courses to non-native Turkish-speaking adults (Syrian asylum seekers and Afghans in TPS) think about the effect of these situations on learners' achievement?

4. What kind of temporary solutions do teachers who provide 1st level Turkish literacy courses to non-native Turkish-speaking adults (Syrian asylum seekers and Afghans in TPS) find for the problems they encounter during the course?

5. What do the teachers who give 1st level Turkish literacy courses to non-native Turkish speaking adults (Syrian asylum seekers and Afghans in TPS) suggest for permanent solutions to the problems they face?

Ethics statement

The researcher informed the participants about the research. Then, a consent form was signed between the researcher and each participant. In this form, the participants were informed about the use and dissemination of the data. All the participants were voluntary. In addition, due to ethical concerns in the study, the participants were coded with the letters A, B, C, D, E, F, G, and H.

Data analysis

Before data analysis, several readings of the interview transcripts were made. The data were then organised categorically, reviewed repeatedly, and coded consistently. NVIVO 10, a

qualitative data analysis computer programme that only organises, recodes, and annotates the data, thus supporting the researcher to conduct analysis, was used in the data analysis process (Cohen et al., 2007; Kelle, 1995). Kelle (1995) also underlines that data analysis gives diversity, creativity, and flexibility in qualitative research. Günbayı (2019) grouped qualitative data analysis into four including "theme analysis, descriptive analysis, content analysis, and analytical generalization". In this research, the first theme and descriptive analyzes were done. Then content analysis is used to make a deeper comprehensive analysis.

Validity and reliability of the research

For the reliability and validity of the research, direct quotations from the interviews were used without any comments by the researcher. After obtaining opinions and experiences via purposive sampling method, two independent researchers coded the data and the researcher calculated Cohen's kappa coefficient (0.88) to determine the inter-rater reliability of the coded themes (Landis & Koach, 1977).

Findings

The aim of this study was to analyse primary school teachers' opinions about the 1st level Turkish literacy courses organized for Syrian asylum seekers and Afghans in TPS. Teachers were asked firstly the problems they encountered during the course; secondly, the reasons for these problems; thirdly the effect of these problems on learners' achievement, fourthly temporary solutions for these problems, and fifthly their suggestions for permanent solutions to these problems. In this section, the findings of the analysis of the data are presented.

Findings and interpretations of problems that are encountered by teachers are presented under this heading. The themes and sub-themes of problems are given in Table 1.

Table 1: Themes and sub-themes of the problems encountered by the teachers

Theme	Sub-theme	A	B	C	D	E	F	G	H
Learner-driven	Lack of communication	✓	✓		✓	✓	✓	✓	✓
	Lack of adaptation	✓				✓			
	Native language usage		✓		✓				
	Insufficiency of target vocabulary				✓				
Language-driven	Alphabet difference				✓				
	Difficulty in reading comprehension			✓		✓	✓	✓	✓
	Pronunciation problems				✓				
	Confusion of the vowels "u ü o ö"			✓					
Instruction-driven	The teacher's lack of field knowledge				✓				
	Shortage of visual and written material				✓		✓		✓

When the findings of the themes and sub-themes related to problems that are encountered by teachers who give 1st level Turkish literacy courses to adults (Syrian asylum seekers and Afghans in TPS) whose mother tongue is not Turkish were examined in Table 1, the theme of "Learner-driven" was reached from the sub-themes of "lack of communication, lack of adaptation, native language

usage, insufficiency of target vocabulary, ", from the sub-themes of "Alphabet difference, difficulty in reading comprehension, pronunciation problems, confusion of the vowels" to the theme of "Language-driven", and from the sub-themes of "The teacher's lack of field knowledge, shortage of visual and written material " to the theme of "Instruction-driven".

When the themes of Learner-driven, Language-driven, and Instruction-driven were examined, the evaluations of primary school teachers were mainly in the form of lack of communication, lack of adaptation, native language usage, insufficiency of target vocabulary, alphabet difference, difficulty in reading comprehension, pronunciation problems, confusion of the vowels, the teacher's lack of field knowledge, and shortage of visual and written material. The opinions of some of the teachers are as follows:

> *... There are communication problems because they do not speak Turkish. There are those who have problems with adaptation. Syrians are especially troublesome because they did not come to Turkey voluntarily and they are far away from their families and countries. Some of our students from Afghanistan have positive feelings because they came here voluntarily and they make more effort to learn Turkish (A-Female)*
> *... Language is a problem when teaching literacy to adults whose mother tongue is not Turkish, so there are problems in communication (B-Male)*
> *... When I gave the reading and writing course, what attracted my attention the most was the confusion of the vowels u, ü, o, o, ö They were confusing these letters, they can learn to read, but they have difficulty in understanding what they read (C-Female)*
> *... Failure to get full efficiency because the students do not work hard enough. Not being understood because Turkish is not spoken. Students do not care too much (E-Female)*

Findings and interpretations of the reasons for the problems encountered by teachers who give 1st level Turkish literacy courses to adults (Syrian asylum seekers and Afghan in TPS) whose mother tongue is not Turkish are presented under this heading. The themes and sub-themes of problems are given in Table 2.

Table 2: Themes and sub-themes of the reasons for the problems encountered by the teachers

Theme	Sub-theme	A	B	C	D	E	F	G	H
Learner-driven	Poor economic situation & low level of education	✓				✓	✓		
	Embarrassment & lack of self-confidence	✓	✓				✓	✓	
	Not speaking Turkish at home & cultural differences		✓	✓	✓	✓	✓	✓	✓
	Lack of motivation to learn Turkish					✓	✓		
Instruction-driven	Trainer's not know the mother language of the learner		✓	✓	✓		✓		✓

When the findings of the themes and sub-themes related to the reasons for the problems encountered by teachers were examined in Table 2, the theme of "Learner-driven" was reached from the sub-themes of "Poor economic situation and low level of education, embarrassment, and lack of self-confidence, not speaking Turkish at home & cultural differences, lack of motivation to learn Turkish", from the sub-themes of "Trainer's not know the mother language of the learner" to the theme of "Instruction-driven".

When the themes of Learner-driven and Instruction-driven were examined, the evaluations of primary school teachers were mainly in the form of poor economic situation and low level of education, embarrassment and lack of self-confidence, not speaking Turkish at home & cultural differences, lack of motivation to learn Turkish, and trainer's not know the mother language of the learner. The opinions of some of the teachers are as follows:

> *... Poor economic situation of foreigners coming to your country and low level of education. Since they were in a different environment in a different country, they were very embarrassed when they stood on the board, they lacked self-confidence (A-Female)*
> *... the main reason for the problems is that they concretise the words. when teaching literacy, the trainer should have a command of other languages as well as Turkish because when we teach words only in Turkish, a much better result can be obtained if we convey what this word means in the trainee's language (C-Female)*
> *... cultural differences, socio-economic status, lack of motivation to learn Turkish, and the increase in the number of foreign citizens causes them to have less need for the use of the Turkish language (F-Male)*

Findings and interpretations of the effect of these problems on learners' achievement are presented under this heading. The themes and sub-themes of problems are given in Table 3.

Table 3: Themes and sub-themes of the effect of these problems on learners' achievement

Theme	Sub-theme	A	B	C	D	E	F	G	H
Learner-driven	Not learning the Turkish language	✓		✓		✓	✓	✓	✓
	Repeating the course several times	✓				✓			
	Low achievement	✓	✓	✓	✓	✓	✓	✓	✓
	Learning how to read and write, but not understanding what they read or write		✓						
Language-driven	A difficult process for learning				✓		✓	✓	

When the findings of the themes and sub-themes related to the effect of these problems on learners' achievement were examined in Table 3, the theme of "Learner-driven" was reached from the sub-themes of "Not learning Turkish language, repeating the course several times, low achievement, Learning how to read and write, but not understanding what they read or write", from the sub-themes of "A difficult process for learning" to the theme of "Language-driven".

When the themes of Learner-driven and Language-driven were examined, the evaluations of primary school teachers were mainly in the form of not learning the Turkish language, repeating the course several times, low achievement, not understanding what they read or write, a difficult process for learning. The opinions of some of the teachers are as follows:

> *... The process is difficult, not all of the course participants can learn. They need to take the same course several times. Speaking in their language at home is also a problem. These*

people need to be forced to learn to read and write. They should be obliged to learn to read and write because they cannot use their language in their daily lives in the bazaar. (H-Male)
... teaching reading and writing was to learn to read and write, but there were problems in understanding what was read and written, which reduced success (B-Male)
... All the above-mentioned problems negatively affect learners' achievement to reach the desired level (E-Female)

Findings and interpretations of temporary solutions for the problems that are encountered by teachers who give 1st level Turkish literacy courses to adults (Syrian asylum seekers and Afghans in TPS) whose mother tongue is not Turkish are presented under this heading. The themes and sub-themes of problems are given in Table 4.

Table 4: Themes and sub-themes of temporary solutions for the problems

Theme	Sub-theme	A	B	C	D	E	F	G	H
Learner-driven	Not speaking in their mother language	✓	✓					✓	✓
	Doing listening practice from the videos	✓				✓			
Language-driven	Sitting with Turkish learners to practice	✓			✓				
	Using visual training materials			✓		✓	✓		✓
	Using role-playing and drama				✓				
	Developing materials to be used in literacy studies					✓			

	Increasing motivation by conducting studies to eliminate negative judgements about adaptation to social life			✓					

When the findings of the themes and sub-themes related to the temporary solutions for the problems encountered by teachers were examined in Table 4, the theme of "Learner-driven" was reached from the sub-themes of "Not speaking in their mother language, doing listening practice from the videos", from the sub-themes of "Sitting with Turkish learners to practice, using visual training materials, using role-playing and drama, developing materials to be used in literacy studies, increasing motivation by conducting studies to eliminate negative judgements about adaptation to social life" to the theme of "Instruction-driven".

When the themes of Learner-driven and Instruction-driven were examined, the evaluations of primary school teachers were mainly in the form of not speaking in their mother language, doing listening practice from the videos, sitting with Turkish learners to practice, using visual training materials, using role-playing and drama, developing materials to be used in literacy studies, increasing motivation by conducting studies to eliminate negative judgements about adaptation to social life. The opinions of some of the teachers are as follows:

... We tell them not to speak in their language. We emphasise that they should listen to the words we learnt from the videos over and over again. We ensured that Turkish students sat next to foreign students so that they could communicate between lessons (G-Male)

... teaching the words by making use of their visuals as much as possible increases the efficiency, and sometimes it makes it easier to understand the meaning of animation drama (D-Female)

... Visual and auditory materials are used more intensively to increase memory retention (F-Male)

... Teachers who give courses to adults whose mother tongue is not Turkish try to increase the motivation for learning the Turkish language by conducting studies to eliminate negative judgements about adaptation to social life and also develop materials to be used in literacy studies (C-Female)

Findings and interpretations of suggestions for permanent solutions to the problems that are encountered by teachers who give 1st level Turkish literacy courses to adults (Syrian asylum seekers and Afghans in TPS) whose mother tongue is not Turkish are presented under this heading. The themes and sub-themes of problems are given in Table 5.

Table 5: Themes and sub-themes of suggestions for permanent solutions to the problems

Theme	Sub-theme	A	B	C	D	E	F	G	H
Learner-driven	Attending cultural activities to minimise speech and comprehension problems	✓					✓		✓
	Increasing the motivation, will, and desire to learn			✓	✓	✓		✓	
	Speaking and spelling practices from videos	✓				✓	✓	✓	✓
	Attending Turkish language course		✓						

Theme	Sub-theme									
	before literacy course									
Instruction-driven	Arranging the learning environment according to the needs of adult learners					✓	✓	✓	✓	✓
	Having learners to sit opposite to each			✓						
	Using various methods, techniques, and technology in the teaching process				✓	✓	✓		✓	✓
	Creating visuals, slides, and Turkish-Arabic vocabulary cards				✓		✓	✓	✓	
	Training teachers to have full field knowledge in teaching Turkish to foreigners				✓	✓		✓		

When the findings of the themes and sub-themes related to the permanent solutions to the problems encountered by teachers were examined in Table 5, the theme of "Learner-driven" was reached from the sub-themes of "Attending cultural activities to minimise the speech and comprehension problems, increasing the motivation will, and desire to learn, speaking and spelling practices from videos, attending Turkish language course before literacy course", from the sub-themes of "Arranging the learning environment according to the needs of adult learners, having learners to sit opposite to each other, using various methods, techniques, and technology in the teaching process, creating visuals, slides, and

Turkish-Arabic vocabulary cards, training teachers to have full field knowledge in teaching Turkish to foreigners" to the theme of "Instruction-driven".

When the themes of Learner-driven and Instruction-driven were examined, the evaluations of primary school teachers were mainly in the form of attending cultural activities, increasing motivation, speaking and spelling practices from videos, attending Turkish language course before the literacy course, arranging the learning environment according to the needs of adult learners, having learners to sit opposite to each other, using various methods, techniques, and technology in the teaching process, creating visuals, slides, and Turkish-Arabic vocabulary cards, training teachers to have full field knowledge in teaching Turkish to foreigners. The opinions of some of the teachers are as follows:

> *... We have homework repetitions in the form of videos. It is more useful to make them learn by repeating with videos. I was always sending such videos as homework. They listen to them and repeat them. These videos also show the spelling of the words, so they do not misspell the letters by watching these videos (A-Female) ... Including adults who want to learn Turkish in various cultural activities will contribute to minimising their speech and comprehension problems. Because they constantly use their language in the same house. Similarly, if we place foreign students staying in dormitories in separate rooms, they will have to speak Turkish. In schools, teaching Turkish to adults is done in classrooms. the pictures that students hang on the walls in the classrooms, the cleanliness of the classroom, and the size of the desks also affect the trainees to a great extent. therefore, the area where the lead is made should be specially prepared for them, the seating plan in the classroom should be arranged in accordance with communication, and it is useful to make the students sit opposite each other so that they can see each*

other's faces. (F-Male) ... a permanent solution can be achieved if Turkish language teaching is carried out at a basic level before teaching reading and writing. (B-Male) ... we need to put various methods and techniques into the teaching process, we need to get out of monotony, we need to use technology, we need to create visuals, slides, Turkish-Arabic word cards, we need to concretise each learned word, and have plenty of repetition (C-Female) ... I do not think that it is a permanent solution unless the person has his own will and desire to learn to succeed and work, all kinds of problems continue without being solved. The desire of people is very effective at every stage (D-Female) ... As a permanent solution, it is recommended to provide classroom equipment in line with this programme to be implemented, to enrich the books and materials to be used, and to ensure that the course teachers have full field knowledge in teaching Turkish to foreigners. (E-Female)

Discussion

This research was conducted to analyse primary school teachers' opinions regarding the problems they encountered during the course, the reasons for these problems, the effect of these problems on learners' achievement, temporary solutions for these problems, and their suggestions for permanent solutions to these problems.

The problems they encountered during the course were lack of communication, lack of adaptation, native language usage, insufficiency of target vocabulary, alphabet difference, difficulty in reading comprehension, pronunciation problems, confusion of the vowels, the teacher's lack of field knowledge, and shortage of visual and written materials. Similarly, Sur and Çalışkan (2021), in their study titled "Problems Faced by Syrian Immigrants in Learning Turkish as a Foreign Language", aimed to identify the problems

faced by Syrian immigrants while learning Turkish and to propose solutions to these problems, found that Syrian immigrants encountered difficulties in reading skills, such as confusing vowels, having difficulty in understanding long sentences, not knowing the meaning of homophones and some words, and in writing skills, such as confusing vowels, not being able to use suffixes in the right place, and not knowing words. Regarding teachers' lack of field knowledge, Pilancı, et al. (2020) found similar results. They stated that teachers did not have sufficient knowledge on topics such as plan, curriculum, language level, scope and target of language levels, and course syllabus. It was found that the teachers did not have many ideas about the methods. Moreover, Tamer (2020) found that the instructors who teach Turkish to foreigners do not have sufficient experience for asylum seekers. Parallel to this research findings, Gürgenç (2010) stated that teachers underlined that sounds are confused in reading, and there are difficulties in reading comprehension. Moreover, in this study, learners stated that the visuals and activities in the books prepared according to the sound-based sentence method were not at a sufficient level. On the other hand, Saltık and Pilancı (2020), in their study titled "Problems Faced by Teachers Teaching Turkish to Syrians in Public Education Centres", aimed to identify the problems encountered by teachers teaching Turkish in Public Education Centres while teaching Turkish to Syrian adults. According to the results of the study, it was determined that the problems encountered in teaching generally stem from the target language, materials, the affective state of the student, the situation in the classrooms, the family, and the environment.

Teachers expressed different reasons for the problems encountered in 1st level Turkish literacy. Mainly, they stated that

poor economic situation and low level of education, embarrassment and lack of self-confidence, not speaking Turkish at home & cultural differences, lack of motivation to learn Turkish, and trainer's not know the mother language of the learner were the reasons for the problems. Similarly, Nimer (2019) found that difficulty in speaking prevents learners from building relationships with Turks and getting in touch with their neighbours, so they have no opportunity to practice and speak Turkish outside the classroom.

The effects of these problems on learners' achievement were not learning the Turkish language, repeating the course several times, low achievement, not understanding what they read or write, a difficult process for learning. Similarly, Bulut (2022) stated that despite the high level of participation in the data, the rate of individuals receiving certificates is low, which means the achievement is low.

When teachers' temporary solutions for the problems analysed, suggestions were mostly not speaking in the native language, doing listening practice from the videos, sitting with Turkish learners to practice, using visual training materials, using role-playing and drama, developing materials to be used in literacy studies, increasing motivation by conducting studies to eliminate negative judgements about adaptation to social life.

When teachers' suggestions about permanent solutions for these problems were analysed, teachers stated that attending cultural activities, increasing motivation, speaking and spelling practices from videos, attending the Turkish language course before the literacy course, arranging the learning environment according to the needs of adult learners, having learners to sit opposite to each other,

using various methods, techniques, and technology in the teaching process, creating visuals, slides, and Turkish-Arabic vocabulary cards, training teachers to have full field knowledge in teaching Turkish to foreigners will help to overcome the current problems. Similarly, Gürgenç (2010) found that teachers need training in adult education, especially in-service training about adult literacy.

Conclusion

It is concluded in this study that primary school teachers who delivered the 1st level Turkish literacy courses organized for Syrian asylum seekers and Afghans in TPS faced several problems during the literacy courses. Teachers underlined motivation and adaptation problems, and their lack of knowledge about teaching adults literacy. They mentioned that the reasons for these problems were mostly embarrassment and lack of self-confidence, not speaking Turkish at home & cultural differences. They added that these problems affect the learners' achievement negatively. Teachers mentioned temporary solutions they used for these problems. Some of their solutions were doing listening practice from the videos, using visual training materials, using role-playing and drama, developing materials to be used in literacy studies, and increasing motivation by conducting studies to eliminate negative judgements about adaptation to social life. Finally, they suggested the following as permanent solutions: attending cultural activities, speaking and spelling practices from videos, arranging the learning environment according to the needs of adult learners, using various methods, techniques, and technology in the teaching process, and training teachers to have full field knowledge in teaching Turkish to adult foreigners.

To deliver a more successful the 1st level Turkish literacy course for Syrian asylum seekers and Afghans in TPS, the teachers should get in-service training about adult education and literacy teaching to adults. Moreover, social activities should be organized by the schools to help learners be more active citizens and use the target language. Finally, more digital technologies and different digital materials should be used to teach spelling and pronunciation.

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CHAPTER IV

Block Based Artificial Intelligence and Data Mining for K12 Students: Examples of PictoBlox and Orange

Rıdvan ATA[1]

Introduction

Artificial intelligence (AI) has changed people's lives, grown to be a major global development strategy, and been the subject of scientific and technological research in recent years due to its rapid progress. In this digital age, AI applications are ubiquitously and functionally employed across various facets of life, owing to computational power, data, and algorithms. The basic application domains of AI can be given as big data, text and audio processing, autonomous vehicles, data processing, agriculture and livestock farming, health, image processing, finance and banking and cyber security. In education, AI technologies are widely utilised, as is the case in various fields. Studies employing AI in education can be categorised as follows (Chen, Chen & Lin, 2020):

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- Student profiling and guidance services

- Identification of student performance

- Identification of factors influencing student success

- Identification of student risk factors

- Educational robotics

- Intelligent tutoring systems

- Decision support systems

- Assistive tools such as automatic subtitle generation, language translations and facial recognition systems

With rising interest, AI technologies are an increasing research topic in the field of education in terms of their potential. Recently, advanced AI systems such as ChatGPT are seen as abstract technologies that process and use language (OpenAI, 2022). ChatGPT and other similar AI technologies use the Generative Pre-training Transformer (GPT) model to analyse the complex patterns and structures of human language. It can be said that ChatGPT represents a significant development as a pioneering initiative in the field. In the educational context, ChatGPT can be utilized by both educators and students in the classroom for research and academic purposes. Educators can benefit from the advantages of ChatGPT to prepare the outline of a particular course, provide relevant content for courses, presentations on academic topics, questions or problem sets. Similarly, students can also use ChatGPT to seek support to solve complex problems and questions (Rahman & Watanobe, 2023). On the other hand, it is critical to address issues such as to

what extent ChatGPT ought to be integrated into teaching and learning process as it has been suggested that it may raise ethical issues (Lund & Wang, 2023). As it can bee seen clearly, there is incredibly rapid technological development and this transformation begins to include all segments of society. It can be said that high technology would be one of the most important concepts in the near future and AI technologies seem to contribute specifically to survive in the globalizing digital world.

The principles of AI can be advanced through a lot of block-based programming environments such as Scratch, mBlock, Ardunio and so on. Via these educational settings, learners can operationalise AI programs; for example, they can create automation systems, image classification models or face recognition systems. The relevant literature presents and discusses various implementations focusing on teaching AI concepts to students both at K12 level or university/college level. To give some examples, Williams et al, (2019) design a hands-on toolkit, that is a robot, using smartphone, LEGO bricks, motors, and sensors to help young children learn about AI concepts such as knowledge-based systems, supervised machine learning, and generative AI. Besides, Kandlhofer et al., (2016) demonstrate fostering AI concepts for different age groups from different education levels including kindergarten to university by using different learning tools such as Bee-Bots, LEGO Mindstorms, and Cubelets robotics kits. More importantly, Park and Shin (2021) present eight Scratch based AI examples for K-12 students to show Scratch can be utilised to experience big data and AI through a drag-and-drop approach. The following paragraph gives some details regarding block-based AI programming environments.

Block Based AI Coding Platforms

Understanding AI technologies, utilising these technologies in tasks, and providing students with the opportunity to engage in applications related to these technologies are crucial needs, particularly for educators. Block-based applications offer convenience for common individuals and students newly interested in AI. In addition to numerous free block-based coding tools available on the internet, there are also various AI platforms that can operate within web browsers. Block-based coding tools have facilitated the development of advanced applications by integrating AI technologies into their frameworks in recent years. Most popular block-based coding tools in practice are Scratch-based. Scratch, developed by MIT University, is offered as a free and open-source tool. Other popular block-based coding tools also utilise the Scratch core, exhibiting similarities in features and usage, albeit with minor differences. Examples of such platforms include mBlock, Cubroid, Tinkergen, and PictoBlox. PictoBlox stands out for its richness in AI extensions and the ability to be installed on smart devices, in addition to features found in other applications. mBlock, on the other hand, is generally preferred for projects involving microcontrollers due to its device support (Arduino, MicroBit, etc.) and libraries for devices. Consequently, PictoBlox and Orange Data Mining platforms have been selected for the applications to be developed in this paper.

PictoBlox AI

PictoBlox is a block coding software based on Scratch 3.0, offering the convenience of easy coding through drag-and-drop features. In addition to the fundamental functions of Scratch, PictoBlox incorporates extensions for hardware, robotics, and AI. While primarily providing advanced features for its own robot kits,

the PictoBlox application also allows coding with microcontroller control boards such as Micro:Bit, Arduino, and Esp32. Notably, PictoBlox can be installed as an application on smart devices, enhancing flexibility and ease of use in tasks. The software is available for free for personal and non-commercial use. However, users intending to utilise the AI extension are required to register with the platform (PictoBlox, 2023).

PictoBlox software can be installed and utilised online on computers running Windows, macOS, or Linux operating systems, as well as on smart devices with Android or iOS. In PictoBlox, the implementation of AI applications requires the installation of specific extensions. The process of adding extensions is performed using the extension icon, similar to other block-based applications. Clicking on the extension icon located at the bottom left of the application window brings up the extension installation window. Instead of selecting the "All" option at the top of the window, clicking on the "AI&ML" button filters AI-based extensions, including those related to AI and machine learning. Additionally, IoT (Internet of Things) extensions, to be used in conjunction with other extensions, are also accessible in this section (Figure 1).

Figure 1. PictoBlox extensions

The AI extensions available in PictoBlox, along with their intended purposes, are as follows:

- Facial Recognition:

Purpose: Enables the recognition of facial features and patterns.

- Object Detection:

Purpose: Facilitates the identification and localization of objects within images.

- Human Body Detection:

Purpose: Allows to identify parts of the human body from images.

- Machine Learning:

Purpose: Allows to classify images and pose using Google TM.

- Computer Vision:

Purpose: Allows to detect objects, brands, landmarks and celebrities.

- Speech Recognition:
  Purpose: Allows to convert speech to text.

- Text Recognition:
  Purpose: Reads printed and handwritten text.

- Recognition Cards:
  Purpose: Identifies objects using pre-trained cards.

- Video Sensing:
  Purpose: Allows to sense motion with the camera.

- Natural Language Processing (NLP):
  Purpose: Allows to create text classifiers with NLP.

- Text to Speech:
  Purpose: Allows to convert text to speech.

- Translate:
  Purpose: Allows to translate text into a lot of languages.

These extensions and Alpha stage extensions such as Real-Time Speech Recognition and ChatGPT empower users to integrate diverse AI functionalities into their projects, enhancing the versatility and capabilities of PictoBlox.

Orange Data Mining

Orange is an open-source machine learning and data visualisation tool designed for creating visual workflows in data analysis. It encompasses a variety of tools necessary for visually constructing data analysis workflows. Orange serves as a data mining tool accessible to both common users and expert data scientists. Its user interface allows for data analysis without the need

for coding, providing the capability to simplify the creation of intricate data analytics workflows (Orange Data Mining, 2023).

Upon launching the program, a welcome screen appears, offering icons that can be utilised to initiate data analysis studies (Figure 2).
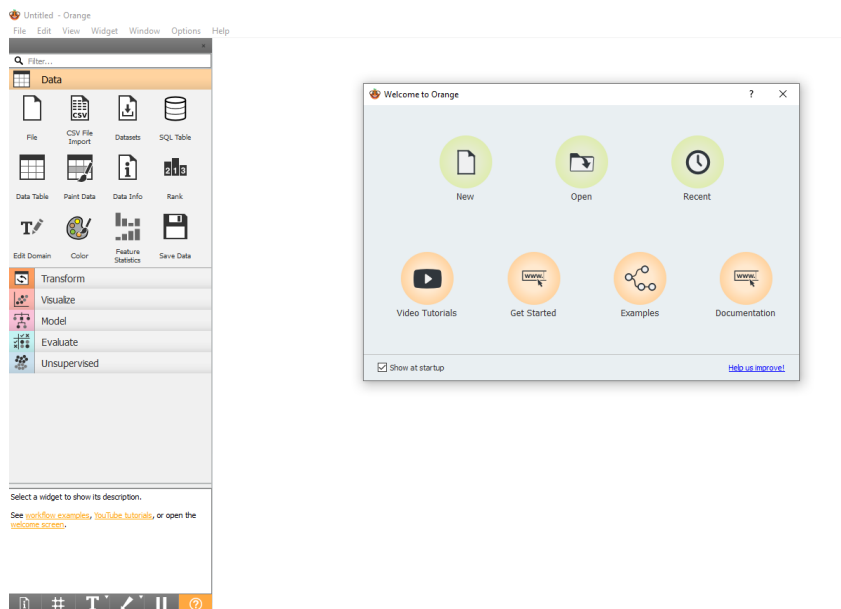
Figure 2. Orange Tool Welcoming Layout

- New: Used to create a new workflow.

- Open: Utilised to open an existing workflow.

- Recent: Employed to open recently worked-on workflows.

- Video Tutorials: Accessed for educational videos.

- Get Started: Directs to the official Orange website.

- Examples: Provides sample workflows.

- Documentation: Offers explanations and documentation for Orange usage and tools.

The main interface of Orange consists of the menu bar, toolset, and workspace. The menu bar contains standard components (file, edit, view, settings, and help).

The toolset organises tools based on their functions.

- Data: Includes tools for loading data sets and files, obtaining descriptive statistics, and acquiring information about data sets.
- Transform: Encompasses tools for dividing data sets, sampling, selecting rows, pivot tables, finding unique values, grouping, merging data sets, and adding new columns.
- Visualise: Comprises tools for data visualisation such as graphs.
- Model: Contains tools for creating machine learning models, loading and saving models.
- Evaluate: Includes tools for evaluating created models.
- Unsupervised: Encompasses a toolset for unsupervised machine learning.

Tools are connected by dragging and dropping them onto the canvas, which features input and output channels. Tools from the data toolset are added to the workspace by dragging them onto it.

Example Applications

- **Recognizing Animals with Google TM Model**
Preliminary

Internet, PictoBlox account

Application Steps

1. Access the PictoBlox platform via the Internet. The Tobi puppet appears on the empty stage of PictoBlox. Stage and puppet are set (Figure 3).
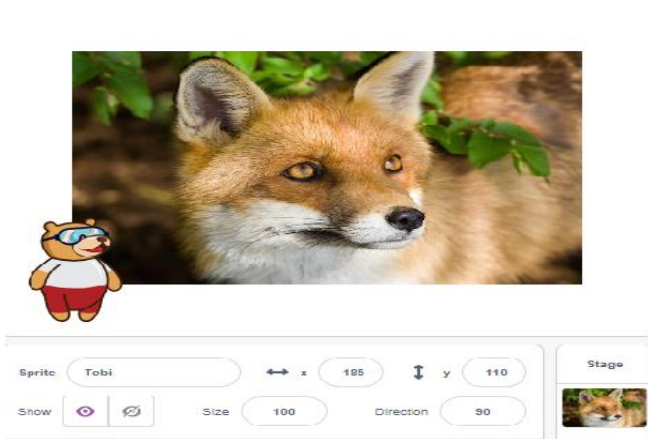
Figure 3. Stage and puppet settings

2. In this practice, since detection will be made from the images on the stage, two images of fox, jackal and wolf are loaded as decoration. There are six decorations in total (Figure 4).
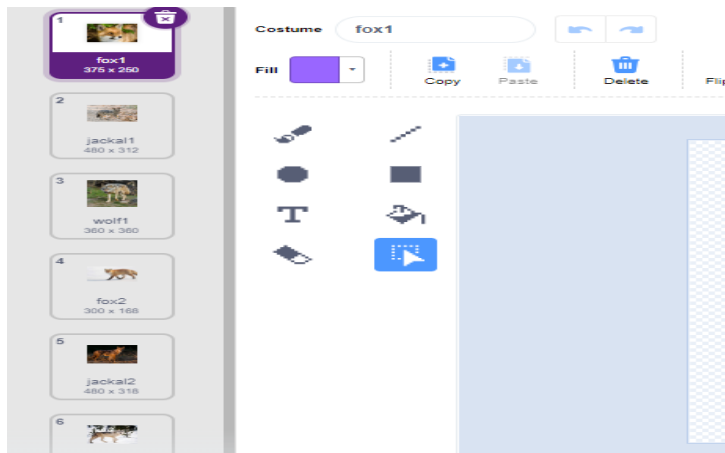
Figure 4. Uploading decorations

3. The machine learning plugin is installed from the add-on section. This plugin allows creating a new model or using the created model via Google TM. In this practice, the model is created by clicking on the "Create a Model" button, which directs to teachablemachine.withgoogle website.

4. Image Project is created with a standard image model as an image recognition model is trained. In this practice, there are three classes which are Fox, Jackal and Wolf. Images for each class can be uploaded from files, Google Drive or by using Webcam.

5. In this stage, two subfolders (train and test) are created for each class. Train folder includes 48 sample images and the test folder includes 12 sample images. Users who want to create their own dataset can quickly download images from the web by using Chrome extensions such as Fatkun Batch Download.When sample loading for all classes is completed, the model is ready for training (Figure 5).
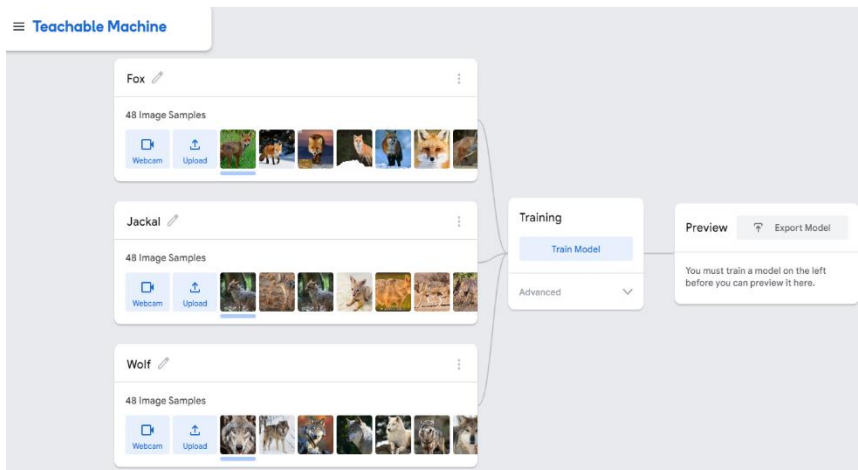
Figure 5. Preparation of classes

6. To train the model, the train model button is clicked. After training starts, the train model button label appears as training. To test the model, the input switch must be in the

ON position. By selecting Choose images from your files, or drag & drop here, one of the test samples of any class on the computer is loaded into the model.

7. To export the model, the export model button is clicked in the Preview section. In the window that pops up, there are different options to export the model. In the Tensorflow.js tab, Upload (sharable link) is selected by default. In the window that opens, there are different options to export the model. Before making any changes, the Update my cloud model button is clicked.

8. After selecting the load model, the URL of the model is entered. Since the Model type to be used in the application is image, the Model Type should remain Image. The model is loaded by clicking on the Load model button. After the model is loaded, blocks related to class labels appear.

9. Coding Tobi puppet as in Figure 6.
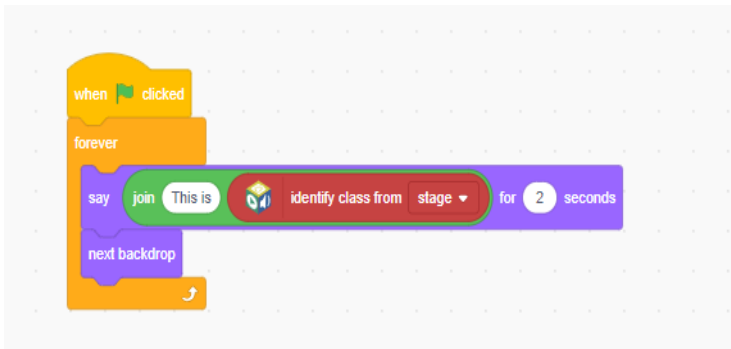
Figure 6. Block codes for Tobi puppet

Identify class from stage block returns the class to which the image in the scene belongs. Class name written on stage. The next decor block is used to ensure that other decorations are perceived in the same way. These processes are repeated to ensure that the decorations are analysed one by one. The scenery changes constantly

in the background and the AI model makes new predictions (Figure 7).
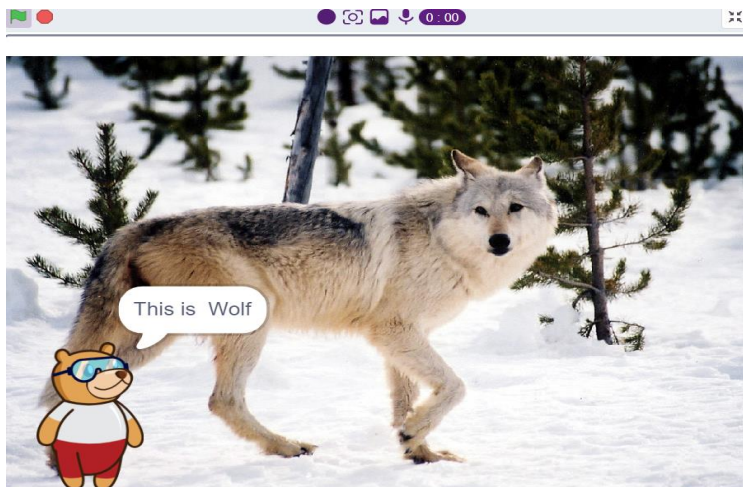
Figure 7. Running the application

Prediction Model with Orange Data Mining

In this practice, a model is trained using a data set (training set), and using this model, the classes to which the samples belong in a data set (test set) without a class label are predicted.

Preliminary

Internet, Orange software

Application Steps

1. Two Files and two Data Tables from the Data tool set, iris flowers train for the training set, and iris flowers test files for the test set are shown.

2. Tree and Logistic Regression from the Model toolkit is included.

3. Tree Viewer from the Visualize toolset is included.

4. Predictions objects are added from the Evaluate toolset.

5. Connections between objects are made (Figure 8).
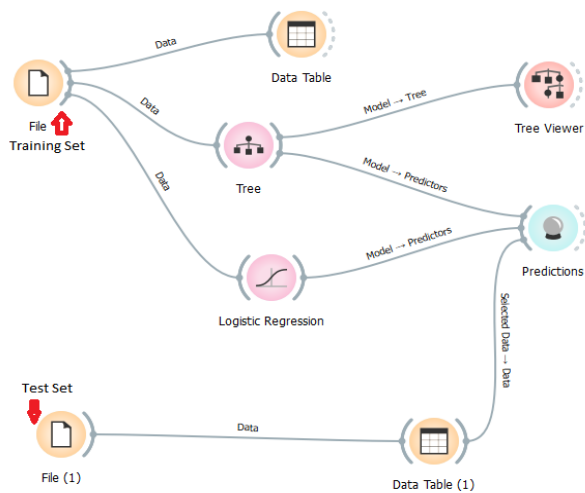
Figure 8. Prediction Model

Two classification models (Tree and Logistic Regression) are used in this workflow. By using more than one model, the model that gives the best results can be designed.

1. When the Tree Viewer object is clicked, the decision tree appears. The class label to which the item belongs, based on its property values, is found by following the petal length and petal width (Figure 9).
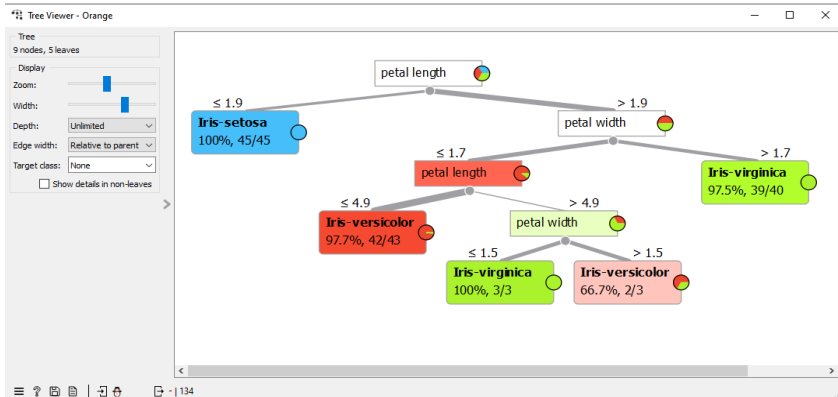
Figure 9. Tree Viewer

7.The Predictions object takes a model predictor and a data set as input. The model trained using the Predictions training data set makes label predictions on the test data set. Predictions made within the model can be compared by double-clicking on the Predictions object (Figure 10).

Figure 10. Model Prediction Rates

Conclusion

In this paper, it was demonstrated that a variety of big data and AI applications can be created using block-based programming and data mining environments such as PictoBlox and Orange Data Mining. Example applications were intended to shed some light for K-12 students so they can create various types of big data or AI-related applications. These example applications can be used by educators in their own classrooms.

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CHAPTER V

Islam, Temple and Education[1]

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Islamıc Cıvılızatıon

The Holy Quran tells us that the Kaaba was the first temple built for human beings on earth. Taking the Holy Qur'an and what the Prophet Muhammad started as inspiration, Muslims built a brilliant Islamic Civilization in the 7th and 8th centuries, which lasted until about the 12th century, on top of a "Translation Campaign" from various languages. This civilization was also called

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[1] A part of the study was presented as a summary paper at the 3. Bilsel Internatıonal Truva Scıentıfıc Researches And Innovatıon Congress 25-26 May, 2024 Çanakkale / Türkiye

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the "Civilization of Sciences", "Civilization of Madrasas" and "Civilization of Shrines".

1.1. Sanctuary and Manners in Islamic Civilization

When we look at the history of education in the world, we see that education and training institutions have been formed around the temples since the earliest periods of history, and that the purpose of religious education has gradually included all branches of science (Baltacı, 1976). As a matter of fact, in the Islamic world, education first started in the mosque, mosques, which served as a complete school, showed a rapid expansion course, and although they shared their function with the madrasah over time, they continued to be a widespread education and training center (Sayılı, 1948). "When our Prophet proclaimed Islam in the early seventh century, there were only seventeen people in free who could read and write. We learn this from the nineteenth century historian Belâzurî (Pedersen, 1960). Acting on such a statistic, the Islamic world managed to create an "Islamic Civilization" in four centuries based on mosque teaching.

1.2. Functions of the Mosque

Since we do not believe that the mosque, which we will introduce as an institution of non-formal education, can be fully recognized without mentioning its position in a total civilization, we would like to take a brief look at its other functions. Because the mosque is not only an institution of education and training. To understand it as such would be to undermine its value and importance. Some of the socio-cultural and even economic functions of the mosque other than its educational and training function are as follows:

1. Place of worship and dhikr, a common function of all mosques (Pedersen, 1960).

2. State guesthouse (Ünver, 1969) (like the Green Mosque in Bursa)

3. A place of assembly and decision-making for public and private, local and national affairs (Pedersen, 1960).

4. State administrative center and state administration (Ünver, 1969).

5. A place for debate, discussion and debate(Pedersen, 1960).

6. Conference and lecture hall (Ünver, 1969).

7. Guest house for the poor and foreign travelers and scholars (Pedersen, 1960).

8. Library (Gündüz, Tarihsiz)

9. Hospital(Pedersen, 1960).

10. Trade area(Pedersen, 1960).

11. Housing for the pious (Pedersen, 1960).

12. Court and detention center (Ünver, 1969).

13. Place to eat and visit (Pedersen, 1960).

14. A place for conversation and rest(Pedersen, 1960).

15. Spear Shield demonstration center(Pedersen, 1960).

16. Social solidarity center (Kamacı,2019),

17. Announcement center for social, political and natural disasters,

18. Center for disciplining, acculturating,

19. The institution of moralization,

20. Religious or social conversation center,

21. Center for the distribution of various tasks,

22. Catering and gift acceptance venues,

23. Funeral prayer grounds,

24. Complaint hearing authority,

25. Student dormitory,

26. A place to sleep in the morning,

27. Prison,

28. The place to enter i'tikaf (Kamacı, 2019).

29. Place for collecting and distributing booty and zakat (Kamacı, 2019)

30. Headquarters, house, dwelling, abode, lodging,

31. Social integration center (Erbaş, 2019)

32. Motivation and therapy center (Erbaş, 2019)

33. Time planning center (Erbaş, 2019).

34. The architectural character of cities (Sönmez, 1992).

35. Psychotherapy center (Ağırman, 1992).

With the above functional richness, the mosque has gained a much more functional structure than all the temples of all religions before Islam, has entered the life of society at the highest rate, and has become an indispensable social institution.

1.2.1. Educational Function of the Mosque

The mosque is an educational environment and institution in every century. Society imparts its values to its members in order to gain harmonious members, expects them to conform to these general values, and even forces them to live these values, that is, to practice them. In addition, society directs and shapes the individual in terms of feeling, behavior and thinking through national joys and holidays, catastrophic days and sorrows, heroes, tales, legends, legends, epics, poems, songs and these multifaceted forms of influence. It would not be wrong to call this multifaceted influence and impact of society on the individual the educational function of society in general. This is a common picture for all societies. In Islamic societies, the most prominent means to this end are the mosque and the family.

1.2.1.1.1. The Purpose of Mosque Education

No religion, ideology or philosophy can ever remain indifferent to the institution of education if it wants to survive, develop and reach the masses. The institution of education is represented by formal and non-formal institutions. The most important non-formal educational institutions are the family and religion. The formal educational institution is the school.

In the history of Islamic education, the lines between the mosque and the school as centers of education and communication are not clear. These two institutions have been in a marvelous cooperation and unity of purpose in every period.

Following the Prophet Muhammad's migration to Medina, the first buildings built for him were the masjid and the adjacent chat room allocated for school duty. It was through the activities carried out in these two places that Islam flourished in Medina.

Sources report that in the last 23 years of the Prophet's life, 216 people lost their lives in the wars and expeditions for the propagation of Islam. This figure is a miracle compared to the 30 million killed in World War II, the 30 million killed in the Russian Revolution of 1917 and the 30 million killed by Mao to establish his regime.

On the basis of this miracle, it is understood that in the method of spreading Islam, the method of notification, presentation, presentation and persuasion is at the forefront rather than the power of the sword. It goes without saying that the centers of application of this method were mosques. Therefore, when one looks at the Islamic capitals from a distance, it is not meaningless to call Islamic Civilization the "Civilization of Mosques" because mosques have left an important mark on the city architecture. Because this civilization was shaped mosque-centered.

All that has been said about the mosque shows that the mosque is a holy place, as well as a court, a school, partly a guesthouse and a general headquarters. However, the main function of the mosque for us is education and training. The mosque carries out this task by providing compulsory and library services at all hours of the day.

1.2.1.2. Content of Mosque Education

It is difficult to separate mosque education and training into secondary and higher education levels. Therefore, we can only talk about mosque education and training. When we look at the subjects of the education provided here, it is seen that, although the curriculum initially had a heavy religious dose, over time, subjects

belonging to various branches of the humanities were also included in the curriculum. In general, these branches include (Sayılı, 1948);

"Theology, ethics (Sufism), jurisprudence, jurisprudence methodology, Qur'an (tajweed and tafsir), language knowledge (Sarf; Meani; declaration and rhetoric, aruz rhyme, logic (Müzakere nazar), rhetoric (Müzakere nazar), rhetoric (calculus algebra) hadith (Erdoğan, 1938), astronomy and medicine (Çelebi, 1954), possibly the science of mikat and foreign languages (Sayılı,1964). Rare subjects were also taught in the mosque, such as Katip al Baghdadi's own "History of Baghdad", but these were not common(Pedersen, 1960). However, this content is noteworthy as it indicates the extent to which the mosque was an institution of education and training.

Teaching in the mosque took the form of lectures called "ring" or "halaka", in which the teacher would gather his audience in a full or semicircle. Each teacher, who was also called a muderris, usually laid his post in a corner or at the foot of a pillar, and this place was known by his name and would be passed on to someone else upon his death (Sayılı, 1948). Students could attend any of the rings, which could number up to 40 (Pedersen, 1929). in any mosque. In this respect, there is a competition among the circles, which do not have the same scholarly depth, to attract students in parallel with the fame and scholarly careers of their teachers. There was a competition among the students to listen to more muderris. In fact, in Basra, Ibn Hamakān (d.1014) listened to the lectures of 470 muderris, which must be an interesting record.

1.2.1.3. Patrons of Mosque Education

The students of mosque teaching can be local and foreign (Pedersen, 1929), with a wide age gap between them (Pedersen,

1960). There could be a large number of students in the circles where people from all social positions could be present (Pedersen, 1960). It is known that al-Juwaynī had approximately 300 students in his circle (Köymen, 1975), Abu al-Tayyib al-Salukīn, the mufti of Nishapūr, had more than 500 students (Çelebi, 1954), and Abu Hamīd al-Isfīrāʾīni taught between 300 and 700 (Çelebi, 1954) students in the mosque of 'Abdullah b. Mubarak in Baghdad. In short, the number of students in the circle is not limited. On the contrary, a few spaces were left in the circle in the sense of "There is room for everyone".

Students could stay in the mosque or in the cells built next to the mosque (Pedersen, 1960). There were also many who stayed inside the mosque. When you entered a mosque, you witnessed a colorful life (Pedersen, 1960). People praying, people listening, strangers, people chatting, people listening to lectures and taking notes, etc. But this did not affect the mosque as a place of teaching and learning. Al-Abderī (d.737/1336) said, "The most convenient place for teaching is the masjid. Because the goal of gathering in a place for teaching is either to follow a sunnah or to destroy a bid'ah or to teach a ruling from the rulings of Allah. The masjid provides this opportunity in abundance.(Çelebi, 1954)" Indeed, every mosque has served as a public institute in every era. It has taken on the identity of an institute that provides education and training services to the whole community every Friday (Sayılı, 1948). Sermons of a lecture nature were given in the mosque not only during Friday prayers, but also at other times and on various occasions (Pedersen, 1960).

1.2.1.4. The Mosque's Education and Training Staff

In the mosques, people who narrated moral issues and folk tales and stories were known as wu'az or "Kussas", especially during the reign of the Four Caliphs. They were more of a religious lecturer than a teacher (Pedersen, 1960). It is observed that the quality of the teachers and their scholarly horizons and depth increased in the later period. Parallel to this, the method of teaching in the circle also underwent a certain change. While it is known that the prophet gave the first circle lessons and the listeners memorized the hadiths by repeating them three times (Pedersen, 1960), later on the lessons began to be taught in the form of imlāl. Imlāl was a style in which the students would write down the text of the lecture, usually a hadīth or a sentence of judgment, or the commentary and explanations that accompanied the text in the margin of the notebook or the book they were following (Çelebi, 1954). When the muderris' emāli on a subject was completed, he would often read it himself or have a student read it to him in order to correct possible mistakes. If the book being followed was also available to the student, he was expected to read the subject before class (Çelebi, 1954). The subjects studied were learned by memorization. Memorization was the basic form of learning, and the first condition for keeping up with this teaching was to memorize as much of the Qur'an and hadith as possible (Pedersen, 1960). The muderris would sit on a high dais and lecture. It was considered a breach of etiquette for him to speak standing up (Pedersen, 1960).

In addition, the mudarris would sometimes ask questions to clarify points that the students had difficulty understanding and to help the less talented students to grasp the lesson. Students also had the right to ask questions about points they had difficulty

understanding. In fact, they were encouraged to ask thought-provoking, meaning-laden questions that would open new horizons. The question-and-answer style of teaching was common.

Classes in the circle started after the morning prayer and sometimes lasted until noon. Some muderris would teach from morning until noon, from afternoon until sunset, while others would teach from early morning until late in the evening (Pedersen, 1960). There were no examinations in the mosque. However, when a student finished a book, he would receive an ijāza from his teacher for having earned the right to read that book. Having thus graduated from the circle, the student could move on to another circle or, if he could find an audience for the book for which he had an ijāza, he could organize a circle to read it in one of the smaller mosques (Pedersen, 1929). In large mosques, the formation of a circle was subject to permission.

All that has been said about the mosque shows that it was a holy place, a court, a school, partly a guesthouse and partly a public headquarters (Durant, Tarihsiz). But the main function of the mosque, from our point of view, is education and training. The mosque also served as a free library at all hours of the day (Pedersen, 1929).

1.2.1.5. Transition from Mosque to Madrasa

While mosques essentially functioned as places of worship, it became inevitable that during the teaching activities of a large number of people in the same mosque, the noise caused by the voices of the muderris, the questions of the students, and the students arguing, which interfered with the health of the worshipers' worship, became inevitable. In addition, as the sciences branched out and

reached a level of detail and diversity that required resorting to subjects and methods that were contrary to the essence of the mosque, it became necessary to take the teaching outside the mosque (Çelebi, 1954). There was also a group of people who spent most of their lives teaching in the mosque and in the community, but who had to earn a living by practicing a simple art and were in difficulty in terms of financial security.

The need for a madrasa arose to provide them with enough wages to meet their needs (Bukksh, 1905). The fact that in some mosques, especially children did not know the etiquette of the mosque and even defiled it was one of the main reasons for the necessity to take education and training outside the mosque (Uslu, 1985). However, for reasons that will be discussed later, the opening of madrasas did not disrupt education and training in the mosque, and the mosque continued to maintain its identity as an institution of education and training despite the madrasah with some minor differences (Kuran, 1969).

Certain parts of large mosques were characterized and called madrasas as places where people would gather and study. Therefore, the madrasa represented a functional space within the mosque (Pedersen, 1929). Each mosque could have as many madrasas as there were people. The largest examples of these are the Amr and al-Azhar mosques in Egypt and the Umayyah Mosque in Damascus. However, although madrasas were established as a separate architectural structure (Sayılı, 1948), they were very similar to mosques in terms of the subjects taught, their own libraries, places of worship, and teaching methods. One difference was that in a mosque, one could enter and join the circle, whereas in a madrasa, not everyone had such opportunities (Pedersen, 1929). Of course, in

this case, it is normal that the number of students in the madrasa is small and limited.

Considering that the mosques and masjids spread all over the Islamic world were schools in force, it will be seen that the educational activities in that period reached astonishing dimensions. It is impossible not to agree with the western authors who see the importance given to public education as the underlying factor in the speed and dynamism of the spread of Islam in the first centuries (Dağ, 1974). Because the mosque was the most important and widespread workshop where the masses were shaped in the Islamic centuries.

Conclusion

Humanity was shaped around the mosque. The prophet of Islam thought of the mosque before he built his house. This idea is also valid for humanity.

In the Islamic world between the 8th and 12th centuries, the mosque was the school. In later centuries, this fact was transformed into "the mosque is half of the school. It took the form of "mosque is half of the school. This is not adequate to describe the situation today.

This article is intended to present the functions of the mosque in very broad headings. But what is said is not what is meant. It is hoped that the mosque, which was once the perpetrator of the above functions, can once again perform the same religious, moral, pedagogical, commercial, sporting, artistic, human and cultural functions.

In our opinion, the revitalization of the mosque depends on its reclaiming the functions listed above. For example, how exciting

it would be for the president of this country to welcome his high-level guests from Western or Eastern countries at the Hagia Sophia Mosque instead of at the airport!

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