

An Analysis of the Instructional Methods Employed in the Revised Turkish Language Curricula

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Abstract

This study aims to examine the evolution and transformation of instructional methods in Turkish Language Curricula between 1926 and 2024. Utilizing a qualitative research design within the framework of the document analysis method, the study analyzes primary and secondary level Turkish language curricula published in the years 1926, 1929, 1930, 1936, 1948, 1962, 1968, 1998, 2005, 2009, 2015, 2017, 2019, and 2024. The collected data were analyzed through descriptive analysis, a qualitative data analysis technique. Findings indicate that significant changes have occurred over time in the four fundamental components of the Turkish Language Curriculum, reflecting the broader shifts in educational philosophy and methodology since the foundation of the Republic. Among these changes, the most notable transformation took place in 2005 with the paradigm shift from a behaviorist to a constructivist approach. This shift marked a move toward a student-centered and interactive learning environment. The study highlights the key milestones in the historical development of Turkish Language Curricula and underscores the evolving nature of instructional methods. These findings offer valuable insights into the pedagogical and philosophical transitions that have shaped language education in Türkiye.

Keywords: Turkish language curriculum, method, historical process

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Introduction

Teaching Turkish at the secondary level plays a fundamental role in the development of language skills. If mastery of language is built and practiced throughout reading and writing activities, if students are allowed access to texts from the literary heritage as well as the accuracy of their written and oral expression, the study of language also requires time for observation. The aim of teaching Turkish is to develop students' abilities of expression and comprehension through continuous teaching of the language and frequent and regular practice of various exercises, both written and oral; to make students read works and enable them to understand and appreciate them in order to build a common literary culture open to other arts, different fields of knowledge and society; to structure this culture by giving due importance to students' sensitivity and creativity in the approach to works and texts and at the same time making full use of the historical dimension which makes it possible to give students clear and sound references; to nurture students' aesthetic sense by encouraging ownership of what they read and strengthening their capacity for analysis and interpretation; to deepen and apply students' judgement and critical thinking, enabling them to develop personal reflection and persuasive argumentation both in writing and orally; to encourage them to adopt an autonomous and responsible attitude, especially in terms of information and document research. In this direction, Turkish language curriculums have undergone changes over time in order to make use of new approaches and methods.

Curriculum are created in accordance with the needs, cultural values and general educational objectives of a society. Curriculum, which are designed to educate the future leaders, workforce and individuals of a society, are constantly evolving in parallel with social developments. These curriculums aim to provide an education in accordance with the values, history and culture of a nation. As Akınoğlu (2005, p. 32) emphasizes, in the 21st century, if education systems do not adopt universal values, it becomes difficult to successfully realize national ideals. Universal values include concepts such as human rights, democracy, respect for diversity and these values support the development of individuals who are part of the global society. Education aims not only to develop an individual's cognitive skills but also to sensitize him/her to ethical, social and cultural values. Therefore, a nation's education system should be sensitive to the needs and cultural values of society. This not only develops the professional skills of individuals, but also enables them to have a broader perspective by orienting them towards ethical values, democratic principles and global solidarity. This can contribute to the creation of a more sustainable society at national and international level.

Method

In this study, document analysis technique was adopted among the data collection methods within the scope of qualitative research. Document analysis involves a detailed analysis of written materials containing information on the research-oriented topic or topics. This method usually includes books, articles, official documents and other written documents. Document analysis in qualitative

research allows the researcher to develop an in-depth understanding of the phenomena analyzed. At the same time, document analysis in qualitative research can be used as a stand-alone data collection method, but can also be integrated with other qualitative data collection methods. This approach allows the researcher to obtain a multifaceted data set and find more comprehensive answers to the research questions (Yıldırım & Şimşek, 2006, p.187).

Purpose of the Research

The main purpose of this research is to understand the evolution of the Turkish language curriculum implementation methods from the declaration of the Republic to the present and to determine the changes that occurred in this process. In line with this general goal, the research aims to clarify these changes by focusing on the following questions:

1. What methods have been used over the years from the past to the present?
2. How have the methods used in Turkish language curriculums changed?

Limitations

This research is limited to the 1929 primary school Turkish curriculum implemented in teaching Turkish from the declaration of the Republic to the present; the 1936, 1948 and 1968 primary school Turkish curriculums; the 1938, 1949, 1962 secondary school Turkish curriculums; the 1981 Basic Education Schools Turkish Education Curriculum; the 2005, 2006 Primary School Turkish Course Curriculum and the 2015, 2017, 2019 and 2024 Turkish Course Curriculum.

Research Model This research is a survey model research, which is one of the qualitative research methods. Survey models are research models that aim to determine a situation that existed in the past or still exists as it exists. The event, individual or object that is the subject of the research is tried to be defined within its own conditions (Karasar, 2018, p.109).

Data Collection Turkish curriculums, which constitute the documents of this research, were compiled from various sources belonging to certain periods. The curriculums within the scope of the study are as follows: 1929 primary school Turkish curriculum; 1930, 1936, 1948 and 1968 primary school Turkish curriculums; 1938, 1949, 1962 secondary school Turkish curriculums; 1981 Basic Education Schools Turkish Education Curriculum; 2005, 2006 Primary Education Turkish Curriculum; Turkish curriculums published in 2015, 2017, 2019 and curriculum. The documents of the curriculums implemented for the Turkish course were meticulously scanned and the data obtained in this process were examined from a historical perspective. However, since the Turkish version of the 1924 Primary School Curriculum was not found, this document was not included in the scope of the study.

Data Analysis The data obtained within the scope of the research were analyzed and interpreted meticulously using descriptive analysis, one of the qualitative data analysis approaches. This analytical

process involves summarizing and interpreting the data according to predetermined themes. The data collected in line with the questions determined to achieve the purpose of the research were analyzed with a particular focus on the methods used in the curriculum.

In this analysis process, an arrangement was made in accordance with the themes determined by the research questions. At the same time, the data were organized by considering the questions or dimensions used in the interview and observation processes. Following the methods stated by Yıldırım and Şimşek (2006), the data obtained were associated with the methods in the training curriculum and presented in a thematic framework. This analysis approach aims to obtain an in-depth understanding in line with the main objectives of the research. The historical evolution of the methods used in the education curriculums contributes to the process of achieving the aim of the research by addressing them systematically within the framework of the determined themes.

Results

The findings obtained by examining the Turkish language curriculums implemented at the primary school level since the proclamation of the Republic until today, focusing on the methods adopted in the historical development process were evaluated.

Changes were needed in the process related to the Turkish lesson, and for this purpose, curriculums were prepared by the Ministry of National Education. The curriculums and the codes corresponding to these curriculums are as follows:

- 1- 1926 Primary School Turkish Curriculum (1-5)
- 2- 1929 Ortamektep Turkish Curriculum (6-8)
- 3- 1930 Primary School Turkish Curriculum (1-5)
- 4- 1931-1932 Academic Year Turkish Curriculum (6-8)
- 5- 1936 Primary School Turkish Curriculum (1-5)
- 6-1938 Secondary School Turkish Curriculum (6-8)
- 7- 1948 Primary School Turkish Curriculum (1-5)
- 8-1949 Secondary School Turkish Curriculum (6-8)
- 9- 1962 Secondary School Turkish Curriculum (6-8)
- 10- 1968 Primary School Turkish Curriculum (1-5)
- 11- 1981 Basic Education Schools Turkish Curriculum (6-8)

12- 2005 Primary Turkish Curriculum (1-5)

13- 2006 Primary Turkish Curriculum (6-8)

14- 2015 Turkish Curriculum (1-8)

15- 2017 Turkish Curriculum (1-8)

16-2019 Turkish Curriculum (1-8)

17- 2024 Turkish Curriculum (1-8)

In the 1926 Primary School Turkish Curriculum (1-5), the Naming Method '*Tesmiye usul*' method of teaching the mother tongue, teaching the letters by their names and teaching from the whole to the part, was chosen. The Phonetic Method '*savti usul*' method of teaching words by teaching and dictating the word and then dividing the words into syllables and then into sounds was used (Göğüş, 1970). The reason for choosing this method at that time was to understand oral and written expressions, to be able to express thoughts and feelings by knowing the meanings of words, and to gain a sense of literary taste by knowing the Istanbul dialect.

The 1929-1930 Turkish Curriculum was the first curriculum prepared after the 1928 alphabet reform. The curriculum, by treating language and literature teaching as an inseparable whole, adopted a holistic content associated with literary works while teaching students the rules of grammar. In Tahrir (composition) lessons, emphasis was placed on selecting subjects appropriate to students' interests, levels and abilities. This was aimed at attracting the student's interest while at the same time providing them with the ability to plan. In the lessons on reading, the curriculum aims to help students develop the habit of reading, develop a taste for literature, and introduce them to different literary genres. The curriculum aims to reinforce positive values through texts. The curriculum focuses on text comprehension and aims to provide students with writing and speaking skills. Detailed information was given on topics such as diction, reading aloud and silently, and the use of dictionaries (Coşkun, 2007). In terms of grammar, extensive detail has not been included; only the topics to be covered are specified at the heading level. The lessons are intended to be conducted using the inductive method and be application-based. The consideration of the learner's personal interests has influenced this approach. The teaching methods of this curriculum aim to encourage student participation and prioritize personal interest. This approach, which brings unity to language and literature teaching, provides students with the opportunity to engage with literary works during the process of learning grammar rules.

The 1929 school curriculums are of great significance in terms of adopting Turkish as a mother tongue. During this period, it was emphasized that language activities should be organized with Turkish as the primary language in mind. Correct use of the native language, fostering a habit of thinking in

students, and the integrated development of speaking and writing skills were among the main priorities of the curriculums at that time (Topbaş, 1998). Among the general objectives of 1929 were the development of expressive skills, prioritizing oral and written expression activities, fostering a habit and pleasure of reading, elevating literary taste, preparing students to succeed in career selection, and instilling national and moral values (Coşkun, 2007). The curriculum particularly emphasized reading, including explanations to encourage students to read. This approach aimed not only to instill a strong reading habit but also to enhance students' literary appreciation. The 1929 curriculums set a broad educational goal by focusing not only on students' language skills but also on national values and positive moral attitudes. Under the title "General Considerations (*Umûmî Mûlahazalar*)," methods that could be used in Turkish lessons were discussed, with a focus on involving students in the lessons rather than merely providing information. Practical application was emphasized over knowledge. Grammar topics were recommended to be taught through the inductive method.

In the 1926 Turkish Curriculum, the teaching method from whole to part was adopted, while in the 1929 curriculum, teaching from letter to word was a debated topic, so no explanation was provided regarding the initial reading and writing method.

It is observed that the 1931-1932 Revision of the Turkish Curriculum focused on changes in grammar topics compared to the 1929 curriculum. This may indicate a significant evolution or shift in emphasis in approaches to grammar instruction. Grammar is important for understanding the fundamental structure of language and using it correctly. These changes may suggest the adoption of new approaches aimed at structuring grammar teaching in a more effective or contemporary manner, allowing students to gain a deeper understanding and application of grammar. On the other hand, the fact that other sections of the curriculum remained the same as the 1929 curriculum may indicate that there were no major changes in the overall teaching objectives or that certain topics were continued. This suggests that, although the curriculum was revised in certain areas, the overall teaching goals and emphases remained consistent. When considering the curriculum as a whole, the changes in grammar teaching may relate to placing greater emphasis on grammar or updating teaching methods.

The 1936 Turkish Primary School Curriculum emerged during a significant period in the Turkish education system and adopted a different approach from previous curriculums. This curriculum was designed to address the challenges that arose after the adoption of the Latin alphabet in 1928, to meet the need for training new teachers, and to adapt to political, social, and technical changes. One notable change in the 1936 curriculum is the structural reorganization of the content in Turkish lessons. Lessons such as *kıraat* (reading), *inşat* (poetry reading), *kitabî* (composition), *sarf* (morphology), *nahiv* (syntax), and spelling are no longer treated as separate subjects; they are instead integrated into a single course under the title of Turkish. This emphasizes that Turkish instruction should be approached holistically, with these subtopics taught in a way that complements each other. This change aims to

foster the integrated development of language skills. Additionally, the absence of a separate section for grammar teaching is noteworthy. This approach supports the integration of grammar with other language skills, reflecting an effort to make language learning more cohesive. The curriculum's approach may aim to provide students with a more effective language learning experience by enabling them to grasp and practice various aspects of the language without isolating them.

In the 1936 curriculum, child psychology influenced the approach to initial reading instruction, and a method of teaching from sentence to word was adopted. With the adoption of the Latin alphabet, the issue of handwriting emerged, and there was a discussion on how to teach cursive writing. It was decided that capital letters should be taught first to make it easier for children to write (Göğüş, 1970). Starting from 1926, initial reading and writing instruction began using the simplified form of capital letters, without curves.

The curriculum change in 1948 repositioned grammar topics, which had been removed in the 1936 curriculum, as a central focus in primary Turkish language lessons. This change aimed to reinforce grammar instruction, helping students gain confidence in using the Turkish language. The statement in the objectives section of the 1948 curriculum, "Instilling and teaching the main rules that our language is based on to provide students with confidence in using the Turkish language" (MoNE, 1949, p. 43), clearly indicates that grammar instruction was once again included among the objectives of the Turkish language course. A notable feature of the curriculum is the emphasis on independent reading and literature as key components of native language instruction. This approach highlights the functionality of language by offering students the opportunity to develop language skills in real-world contexts, beyond simply learning grammar. Additionally, literacy instruction was designed to use the analytical method, aiming to equip students with skills to understand and apply the structural elements of language. The curriculum's focus on skills and their specific sub-goals seeks to make students' language learning processes more specific and measurable (Uçgun, 2013). This provides teachers with the opportunity for more effective lesson planning and closer monitoring of student progress. The curriculum change of this period may represent an evolution aimed at achieving balanced language skill development in Turkish instruction.

Under the influence of political, social and educational changes in Turkey, there have been continuous innovations and developments in language and curriculum. A curriculum published in 1949 emerged as a product of these changes. This curriculum maintained the principle of child-orientation adopted in previous years and emphasized that Turkish language should be taught as a whole. The division of language into components such as reading, writing, grammar and spelling was done to make the language learning process easier and more comprehensible for students. In the curriculum, the importance of reading, especially reading aloud and silently, is emphasized and it is stated that reading is the basis of all learning processes. This emphasized the importance of developing students' reading

habits and reading comprehension skills. It also focused on various methods and techniques for the development of written and oral expression skills. 1949 curriculum was developed by making use of the knowledge and experience gained from the curriculums of previous years. This enabled a more effective curriculum to be created by taking into consideration the successes and failures of the past.

However, it was stated that the curriculum was insufficient in terms of the realization of high-level cognitive skills. Reading objectives were generally formed in the form of performing the act of reading and making comparisons between texts and did not focus on higher order thinking skills. Another important point of the curriculum is that it suggests that words should be taught in their contexts as well as their different meanings. This approach is an important step to better understand the meaning and use of language. Additionally, the emphasis on teaching vocabulary in context, that is, through texts, encourages the understanding of language's real usage and promotes learning. As a result, 1949 curriculum has been a significant milestone in Turkish language instruction; however, there are some shortcomings and areas for improvement. It is clear that there are areas where this curriculum needs to focus more in order to help students develop their language skills and gain a deeper understanding of the meaning of language.

1962 Secondary School Turkish Curriculum was revised and reorganized from the 1949 curriculum in order to respond to the ever-evolving needs of the Turkish education system. This new curriculum, while remaining faithful to the basic principles of the previous curriculum, included some important changes and updates. The curriculum continued to adopt the principle of child-orientation in language and emphasized the need for a holistic approach to Turkish language. The division of language into components such as reading, writing, grammar and spelling was done to make students' language learning process more comprehensible. However, unlike the previous version of the curriculum, more emphasis was placed on encouraging students to be more active and participatory in the language learning process. Sentence analyzing method was used in the first reading and writing process by starting with short sentences. Among the sub-objectives of reading and reading, reading comprehension, endearing the language and gaining the habit of reading books are important. In out-of-class activities, it is planned to develop free speech by using dramatization, plays, puppet plays, and performances. In this curriculum, it is emphasized that written expression is primarily dependent on oral expression. It was stated that feedback should be given in written exercises. The aim of construction, which is included again in this curriculum, is to be able to express the feelings and thoughts of poetry and to gain the ability to read and speak in front of the public (Memiş, 2016).

The 1962 curriculum focused more on strategies for the development of reading and writing skills. It was emphasized that reading is a fundamental activity and that writing skills have a critical importance in the language learning process. Accordingly, more emphasis was placed on developing students' reading habits and reading comprehension skills. In addition, another important aspect of the

curriculum is that it places more emphasis on vocabulary development. Students are encouraged to learn and understand words in their context. This also reflects an approach that supports understanding and learning the real usage of language.

1962 Secondary School Turkish Curriculum is a curriculum developed by utilizing the knowledge and experiences of previous curriculum. This allowed for the creation of a more effective curriculum by learning from past experiences. As a result, the 1962 curriculum represents an important step in Turkish language instruction, providing a framework that enables students to develop their language skills and gain a deeper understanding of the meaning of language.

1968 Primary School Turkish Curriculum was prepared as a product of Turkey's search for and development of its education system (Cihan, 2010). This curriculum was created and reflected the country's local characteristics, current conditions, and needs. Special attention was given to the objectives of primary education, teaching principles, and the goals defined in the 7th National Education Council of Turkish National Education.

The most significant difference is that the curriculum expresses the objectives of primary education and teaching principles more specifically and in greater detail. This provides students with a clearer roadmap in the educational process, enabling them to achieve learning goals more effectively. By setting objectives in cognitive, affective, and psychomotor domains, the curriculum allows for a comprehensive approach to meeting students' fundamental learning needs. In terms of language education, the Turkish Curriculum aims to equip students with knowledge and skills in essential language components such as reading, writing, grammar, and spelling. While suggesting various strategies, methods, and techniques for developing students' language skills, the curriculum also aims to support their emotional and physical development. This approach seeks to enhance students' language abilities not only academically but also emotionally and physically. In conclusion, the 1968 Primary School Turkish Curriculum is a carefully designed curriculum to meet the evolving needs and expectations of Turkey's education system. The curriculum aims to support the holistic development of students and adopts a comprehensive approach in the language learning process, encompassing cognitive, affective, and psychomotor domains.

The 1981 Basic Education Schools Turkish Education Curriculum is based on a curriculum developed to align with the new system resulting from the integration of primary and secondary schools. According to this curriculum, the approach of "mastery learning" is fundamental in Turkish language instruction (Kurudayıoğlu & Soysal, 2016). The curriculum consists of various sections, including general objectives, explanations, initial reading and writing, comprehension, expression, grammar, writing, methods, tools and materials, and assessment and evaluation. In the 1981 Turkish language curriculum, the use of the scientific method and the emphasis on learning through doing in lessons are

highlighted. This approach aims to make the learning process more effective and meaningful by encouraging active student participation. However, when looking at the overall structure of the curriculum, it becomes apparent that it relies on a traditional teaching model and adopts a teacher-centered approach. One of the criticisms of the curriculum is that grammar target behaviors are repeated in higher grades without considering students' developmental progress. This indicates shortcomings in providing a learning environment that is tailored to students' individual needs and developmental stages. Additionally, it is noted that the understanding of assessment and evaluation is traditional, focusing more on measuring student performance rather than tracking and evaluating their development. In conclusion, the 1981 Basic Education Schools Turkish Education Curriculum was developed in accordance with the educational understanding and needs of that time. However, its reliance on a traditional teaching model and lack of a student-centered approach point to criticisms and the need for improvements in the curriculum.

The 2005 Primary Education Turkish Language Curriculum was developed with the aim of restructuring the education system in Turkey and providing students with a more effective learning experience (Menteşe & Gündoğdu, 2016). This curriculum adopts a constructivist approach, taking into account students' individual differences and learning needs. This approach allows students to actively direct their own learning processes and construct knowledge in a meaningful way.

One of the most notable features of the curriculum is that separate curriculum were developed for the first and second stages of primary education. This ensures that students experience a learning process that is more suited to their age and developmental levels, offering a more tailored and meaningful experience. In both stages, various activities and methods are suggested to help students develop their language skills, strengthen their reading and writing abilities, and learn grammar rules. Another important feature of the curriculum is its adoption of a constructivist approach instead of a behaviorist one. This approach encourages students to actively participate in the learning process, rather than passively receiving information. While guiding their own learning processes, students have the opportunity to understand information contextually and use it in a constructive way.

The results of the studies conducted by researchers and educators were given a significant place in the creation of the curriculum. This shows that the curriculum is scientifically based and pedagogically valid and effective. The learning objectives of the curriculum focus on developing students' language skills, understanding grammar rules and gaining effective communication skills. In conclusion, the 2005 Primary Turkish Language Curriculum adopted a constructivist approach by taking into account the individual differences and learning needs of students and determined learning objectives in accordance with their age and developmental levels. This curriculum is an important step to ensure that students develop their language skills effectively and comprehend the meaning of language more deeply.

In the process of preparing Turkish curriculum, a constructivist approach has been adopted since 2006. This approach has emphasized the development of not only language skills but also mental skills in Turkish language. This transformation was considered as an important paradigm shift in language education and led to important developments in Turkish language. Under the influence of constructivist approach, new learning areas, skills, models, methods, techniques and evaluation methods have been developed in Turkish language (Güneş, 2009, p.3). This approach, which encourages students' active participation, structures the learning process and aims to create an environment where students can direct their own learning, has brought a new dimension to language education.

One of the key points emphasized by the constructivist approach is the focus on developing not only language skills but also students' cognitive abilities. As a result, students have the opportunity to acquire essential skills such as critical thinking, problem-solving, and analysis, in addition to learning the structures of the language. With the adoption of the constructivist approach in Turkish language, teaching materials, learning activities, and classroom practices have undergone significant changes. Collaborative learning environments that encourage students' active participation have been created, and various strategies and techniques that allow students to guide their own learning processes have been developed.

In the 2006 Turkish Language Curriculum, various teaching methods have been identified to enhance students' language skills (Kurudayıoğlu & Yaşar, 2014). These methods are aimed at strengthening students' abilities in listening, speaking, reading, and writing.

In order to develop listening skills, various strategies are recommended, including participatory listening/viewing, non-participatory listening/viewing, note-taking while listening/viewing, empathic listening/viewing (putting oneself in the speaker's place), creative listening/viewing, selective listening/viewing, and critical listening/viewing. These methods aim to strengthen students' ability to engage with spoken content and develop their understanding of it. For enhancing speaking skills, methods such as persuasion, critical speaking, participatory speaking, discussion, empathic speaking (putting oneself in the listener's place), guided speaking, speaking by selecting words and concepts from a vocabulary pool, free speaking, creative speaking, and the memorization technique are suggested. These techniques promote active participation and critical engagement in communication. To strengthen reading skills, strategies such as reading aloud, silent reading, skimming, summarizing while reading, note-taking while reading, marking while reading, predicting while reading, questioning while reading, word chorus, reading theater, memorization, making associations with texts, reading through discussion, and critical reading are recommended. These strategies encourage different reading techniques to improve comprehension and engagement with texts. For improving writing skills, techniques such as note-taking, summarizing, filling in blanks, writing by selecting from a word and concept map, free writing, controlled writing, guided writing, creative writing, text completion, making predictions,

rephrasing a text in one's own words, creating new texts based on an existing one, writing based on sensory input, group writing, and critical writing are suggested. These methods aim to enhance students' writing abilities by encouraging diverse forms of writing and active reflection on the content. The use of these methods helps students effectively develop their language skills and achieve success in various aspects of language, fostering a comprehensive approach to language learning.

According to the evaluation conducted by Bayburtlu (2015), the 2006 Turkish Language Curriculum focuses on developing higher-order skills in accordance with the demands of the era and students' developmental stages. The curriculum adopts a student-centered approach and is designed based on multiple intelligence theory, the constructivist approach, and brain-based learning. Furthermore, this curriculum, prepared with sensitivity to individual differences, aims to support students' learning processes effectively. Looking at the general structure of the curriculum, it is evident that areas such as activating prior knowledge, considering developmental stages, establishing effective communication, creating meaning, application, and evaluation have gained significant importance. This approach encourages students' active participation while providing an opportunity for a deeper understanding of the learning processes and enhancing students' ability to apply knowledge in real-life contexts.

The 2006 Turkish Language Curriculum is designed with sensitivity to students' diverse learning styles and needs. As a result, it creates a more effective learning environment by considering students' individual differences. The curriculum allows students to actively direct their own learning processes and enrich their learning experiences, while also supporting the development of their critical thinking, problem-solving, and communication skills. Therefore, the curriculum aims to contribute to students' holistic development and is shaped in accordance with the requirements of contemporary educational approaches.

According to the evaluation by Altunkeser and Coşkun (2018), the 2009 Turkish Language Curriculum features a structure in which methods, techniques, activities, materials, and tools are explained in detail. In addition to the various methods and techniques used in Turkish language, the curriculum also provides examples of how these methods should be applied and what steps should be followed. Some of the teaching methods included in the curriculum are discussion, role-playing, demonstration, narration, observation and investigation, problem-solving, games, and summarization. Each of these methods aims to encourage active student participation, experience learning, and internalize the content. Moreover, the curriculum suggests various techniques to support students' learning processes. These techniques include strategies like question-and-answer, brainstorming, concept maps, drama, mind maps, and fishbone diagrams. These strategies aim to develop students' thinking skills, enhance creativity, and deepen their understanding.

The 2009 Turkish Language Curriculum guides teachers on how to use various methods and techniques tailored to students' different learning styles and needs. This allows teachers to plan their lessons more effectively and maximize students' learning potential. This approach aims to enhance the quality of Turkish language by ensuring that students receive education that is sensitive to their individual needs.

Alver and Sancak (2016) have provided a detailed analysis of the 2015 Turkish Language Curriculum. According to this curriculum, oral communication, reading, and writing are prioritized. Specifically, the area of grammar learning is no longer treated as a separate topic; instead, the learning areas of "listening and speaking" are combined under the heading of "oral communication." The "oral communication" area includes achievements aimed at developing comprehension and cognitive skills, such as presenting thoughts logically and coherently using various visual and auditory materials, making comparisons, establishing cause-and-effect relationships, classifying, evaluating, and summarizing (MoNE, 2015, p.6).

To achieve these outcomes, teachers must provide guidance and support to students. Teachers should focus on enhancing students' oral communication skills by using various methods, techniques, and strategies, such as repeated listening, brainstorming, the 5Ws and 1H (What, Where, When, Why, Who, How), empathy-building, storytelling, asking about unfamiliar words, using visuals, taking notes, and predicting outcomes (MoNE, 2015, p.6). One of the prominent features of this curriculum is that it offers teachers a clear roadmap for implementation. This enables teachers to create an effective framework for developing students' oral communication skills and helps them reach the curriculum's objectives more effectively.

According to the 2015 Turkish Language Curriculum, the reading learning area includes various achievements related to understanding, analyzing, interpreting texts, and making reading a habit (MoNE, 2015, p.6). The achievements in this area are structured into three subgroups: comprehension, fluent reading, and vocabulary development (MoNE, 2015, p.7). To develop students' reading skills, the focus is placed on understanding and analyzing texts while also evaluating the texts read and fostering a reading habit. In this regard, efforts are made to ensure that students extract the maximum meaning from the texts, read fluently, and expand their vocabulary. In the writing learning area, goals include applying writing rules, writing in various genres, evaluating their own writing, developing the habit of expressing themselves in writing, and understanding and applying spelling and punctuation rules (MoNE, 2015, p.7). Through these achievements, students develop their written expression skills and acquire the habit of writing effectively and systematically. The grammar area is integrated into the other learning areas, allowing grammar rules to be learned as part of the learning process, helping students understand and apply grammar correctly (MoNE, 2015, p.7). This holistic approach enables students to develop their language skills in an integrated manner.

In the 2015 Turkish Language Curriculum the emphasis is not only on academic achievement but also on the development of 21st-century skills. Specifically, the curriculum aims to equip students with higher-order cognitive skills such as critical thinking, problem-solving, analytical thinking, and creative thinking. The goal is for students to develop these competencies so they can solve complex problems they may encounter in their future lives and make more effective decisions. Additionally, 2015 curriculum places significant importance on the use of information technologies to meet students' needs in the information age. In this context, digital literacy, research skills, access to online information, and the ability to use technology effectively are integrated into the educational process in line with the demands of the modern era. The curriculum aims to ensure that students are not just consumers of information, but also individuals who can use technology to generate new knowledge. This shift contributes to making education not only content-focused but also process-oriented.

The 2017 Turkish Language Curriculum adopts a more comprehensive and holistic approach to the development of language skills, revisiting the four fundamental language skills: listening/viewing, speaking, reading, and writing (Aydın, 2017). The program emphasizes that language learning is not a linear process and highlights that no single teaching method or strategy is sufficient for developing these skills. Therefore, it suggests that different teaching methods and techniques should be used in a balanced and harmonious manner to foster language development.

The curriculum also focuses not only on students' linguistic knowledge but also on their ability to actively use this knowledge to communicate effectively in various aspects of life. Furthermore, the 2017 Turkish Language Curriculum aligns with the Turkey Qualifications Framework and includes eight key competencies that individuals are expected to acquire throughout their lifelong learning journey. These competencies aim to ensure that students not only develop their language skills but also become well-rounded individuals suited to meet the demands of the modern world. These competencies include effective communication in the native language, proficiency in foreign languages, mathematical thinking, fundamental competencies in science/technology, digital literacy, learning-to-learn skills, social and citizenship competencies, initiative and entrepreneurship, and cultural awareness and expression.

The curriculum aims to better prepare individuals for the challenges they will face throughout life by equipping them with these broad competencies. In this context, the program prioritizes the development of 21st-century skills such as problem-solving, critical thinking, creative thinking, and digital literacy. These skills provide students with a multifaceted set of abilities that will enable them to succeed both in their personal and professional lives. The emphasis on digital competencies, in particular, aims to enhance students' ability to access information, structure knowledge, and create new knowledge using digital tools in today's rapidly advancing technological world. In conclusion, the 2017 Turkish Language Curriculum rejects a one-dimensional approach to language instruction and adopts a

multifaceted structure for the learning process, aiming to ensure that students gain a wide range of competencies that will serve them throughout their lives. This holistic approach contributes to students' academic and personal development, preparing them to become more capable and competent individuals.

The 2019 Turkish Language Curriculum adopts a multifaceted approach to the development of language skills by integrating spiral, thematic, and competency-based methods. This approach ensures that the learning process is more flexible and student-centered. Rather than adhering to a single learning-teaching approach, the program emphasizes the balanced use of various teaching methods and techniques. This flexibility aims to create a learning environment that better caters to students' diverse learning styles, readiness levels, and individual needs (MoNE, 2019).

In the preparation of the curriculum, particular attention was given to students' individual differences. The goal is for students to achieve meaningful learning experiences based on their own life experiences, sociocultural contexts, and prior knowledge. To support this, the learning activities were designed to encourage student interaction with their surroundings, while also reinforcing their previous learning. Methods that foster skills such as data collection, organizing, classifying, writing, structuring, and presenting information were incorporated into the teaching strategy. A notable feature of this program is the emphasis on the use of digital tools and computer programs, ensuring that students are equipped with modern, technology-integrated educational experiences (Uygur & Bayındır, 2019). This integration of digital technology into the learning process not only enhances the effectiveness of teaching but also prepares students for the technological demands of the future, encouraging them to engage with content in innovative and dynamic ways. Overall, 2019 Turkish Language Curriculum's emphasis on diverse teaching methods and the integration of technology highlights the program's commitment to providing an inclusive, flexible, and modern learning environment that supports students' growth and development in a rapidly changing world.

In the first reading and writing process, the 'Sound-Based First Reading and Writing Teaching' method was preferred. This method aims to improve students' phonological awareness in language learning and to enable them to perform reading and writing processes more effectively and quickly. The sound-based approach in teaching first reading and writing forms the cornerstones of language learning and provides a strong basis for students to acquire more advanced language skills (MoNE, 2019). In addition, 2019 Turkish Language Curriculum aims not only to acquire language skills but also to develop students' cognitive and metacognitive skills. Great importance is attached to the development of cognitive skills such as thinking, understanding, sorting, classifying, questioning, relating, analyzing-synthesizing, and evaluating. These skills strengthen not only students' linguistic development but also their critical thinking, problem solving and analytical thinking abilities (MoNE, 2019). Teaching

activities that lead to metacognitive skills and provide meaningful and lasting learning enable students to associate their previous learning with new learning by creating a solid knowledge base.

Another important aspect of the curriculum is that it adopts an interdisciplinary approach and offers a learning experience that is connected to other courses and daily life. Language skills are considered as skills that will be used not only in Turkish lessons but also in other disciplines and daily life. This holistic approach facilitates students to transfer the knowledge they have learnt to different fields and provides a deeper and more permanent learning in the education process (Uygur & Bayındır, 2019). Language learning is not only limited to the four basic skills, but it is also emphasized that these skills should be supported by technology and digital tools. The development of digital competences plays a vital role for students to be successful both in their academic lives and in their future professional lives (Voogt & Roblin, 2010). 2019 Turkish Language Curriculum aims to move away from traditional methods in language and adopt a modern and multidimensional approach to provide an education process that meets the individual needs of students and the requirements of the age. While developing language skills, the curriculum also provides a broad framework for students to gain high-level cognitive skills and digital competencies.

In 2024 The Century of Türkiye Education Model, the importance of Turkish in the processes of communication and cultural transmission within the society is emphasized. This model aims to strengthen the communication of the society with each other and to ensure the transfer of cultural values from generation to generation by preserving the richness and cultural depth of Turkish (MoNE, curriculum). The teaching and development of Turkish has been determined to be at the centre of the education system. At every stage of education, the correct use of Turkish and the acquisition of effective communication skills are among the priority goals. Students will be meticulously trained in the grammar rules, vocabulary and expression skills of Turkish and special attention is expected to be paid to the development of these skills. The acquisition of skills for the effective use of Turkish has been determined as a common goal not only in Turkish lessons but also in all lessons. Thus, it will be ensured that students use Turkish effectively in their daily lives and make full use of the richness of the language. In this way, Turkish will be kept alive more effectively both as a means of communication and as a cultural heritage.

2024 The Century of Türkiye Education Model provides a curriculum for grades 1-4 covering Turkish language teaching in primary schools. Similar to the previous curriculum, this curriculum includes sections on primary literacy teaching and general Turkish language teaching. The curriculum foresees 8 compulsory themes at each grade level instead of optional themes as in previous curriculums. These themes aim to develop different aspects of Turkish and language skills, while at the same time making students' language learning process more effective and coherent. Through these compulsory themes, students are given the opportunity to explore and understand different areas of Turkish language use in depth. The curriculum includes a variety of activities and materials to ensure that students develop

their language skills in a balanced way. While listening, speaking, reading and writing skills are emphasized meticulously, students are given the practice of using these skills effectively in daily life. The compulsory themes determined at each grade level are designed in accordance with the age and developmental levels of the students. The themes are organized in a way to attract students' attention and strengthen their language skills. Through these themes, students have the opportunity to learn and understand Turkish in more depth and to get acquainted with the richness and diversity of the language.

In 2019 Turkish Curriculum, no specific time period was stipulated for the teaching of sound groups, while in the curriculum, specific periods were stipulated for the teaching of sounds. These periods were determined in order to provide the necessary time for students to learn and apply the sounds correctly. Many factors were taken into consideration in the formation of sound groups. Factors such as easy vocalization, frequency of use, ease of spelling, word production, sounds and forms of letters played an important role. Taking these factors into consideration helps students to learn and apply the sounds more easily and helps them to better understand the structure of Turkish. In addition, giving examples from the child's immediate environment such as '-an', 'ana' and 'anne' of the first syllables and words used in the formation of sound groups makes the learning process more meaningful for the students. Students can more easily make connections to their own lives through these examples and gain motivation to apply the sounds they have learnt in daily life. The periods determined for the teaching of sounds enable teachers and students to manage the educational process in a more planned and systematic way. While these periods ensure that students receive the necessary support in the process of learning and applying the sounds, they also allow teachers to plan lessons more effectively. The calendarizing in the draft curriculum was made to ensure unity of implementation and to prevent unnecessary haste between teachers and parents. This calendarization enables teachers and parents to better understand the educational process and to guide the process of learning students' sounds more effectively.

In the curriculum, a model based on what is done 'before interaction with the text, during interaction with the text and after interaction with the text' has been established (MoNE,2024). This model aims to guide the process of students' interaction with texts in a more systematic and effective way. While guiding students at each stage, it is ensured that the entire reading process is made sense of and evaluated. In addition, an approach that emphasizes the acquisition of four language skills is adopted in the processing of texts. This approach aims to develop students' listening, speaking, reading and writing skills holistically. While emphasizing the importance of all four language skills in the processing of texts, students are encouraged to use their language skills comprehensively.

In the pre-text interaction phase, students are encouraged to share their prior knowledge and expectations before understanding the text. This ensures that students are prepared before reading the text and have a more effective reading process. During the interaction with the text, activities are organized to enable students to understand and analyze the text as they read it. At this stage, students are encouraged to ask

questions, identify the main idea and use critical thinking skills. In the post-text interaction stage, students are encouraged to evaluate the text and think critically. At this stage, students are encouraged to share their thoughts on the text, evaluate different perspectives and express their personal interpretations of the text. This enables students to deepen their interaction with texts and make their knowledge more permanent. This model aims to develop students' skills in interacting with texts and to enable them to use their language skills comprehensively. While guiding students at each stage, making sense of the texts and evaluating them are prioritized. In this way, students are supported to develop their reading and comprehension skills and to use their knowledge effectively in their daily lives.

The Secondary School Turkish Curriculum aims to enable each student to use his/her mother tongue effectively, develop high-level thinking skills and contribute to the maturation of his/her identity and character in line with the general vision of the Ministry of National Education. Compared to the previous curriculum, this curriculum contains some noteworthy changes. Spanning from Grade 5 to Grade 8, this curriculum focuses on developing students' language comprehension and language use skills. Strengthening the meaning and expression dimensions of language aims to improve students' written and oral communication skills. In this context, various activities and practices are included to deepen students' skills in areas such as reading comprehension, interpreting texts, expressing and presenting their thoughts effectively. The curriculum also aims to develop students' higher order thinking skills. Skills such as critical thinking, problem solving, analytical thinking and creative thinking help students to understand information in depth, solve complex problems and find creative solutions. These skills are actively addressed in the students' learning process and are supported through various activities. In addition, the curriculum attaches importance to students' personality and character development. Activities such as strengthening language skills, understanding different perspectives through texts and empathizing with others develop students' ability to express themselves, while at the same time supporting their ability to understand and respect others. In this way, it also contributes to the social and emotional maturation of students. Each language skill in the curriculum is of equal importance in the students' language learning process. Workshop activities encourage students' active participation and support in-depth learning. Thus, in addition to strengthening students' language skills, they are also supported to mature intellectually and emotionally. This curriculum enables students to begin a lifelong process of learning and development, aiming to train them as successful and sound language users.

In the Secondary School Turkish Curriculum, new genres such as 'hypertext, infographic, graphic icon, vlog, first screening film (trailer), documentary, digital story', which were not included in the previous curriculum, were included in the text types. These new genres offer students the opportunity to express themselves and transfer knowledge by using different communication tools. While providing students with the opportunity to develop effective communication skills in the digital world, they also gain the habit of using technology effectively. The requirement to include specific themes for each grade

level in the program ensures that books prepared by different publishers cover the same thematic content. This approach helps students engage with the curriculum in a more consistent manner, leading to more cohesive and uniform learning experiences. Moreover, the establishment of mandatory learning objectives related to these themes contributes to students taking common exams with the same content. This facilitates a more equitable and fair access to education for all students. The inclusion of new text types and mandatory themes enables students to develop their language skills in various areas and empowers them to use different communication tools effectively. It also encourages students to interact more deeply with the course content, making the learning process more engaging and stimulating. As a result, students not only strengthen their language skills but also enhance their technology and communication competencies. This multifaceted approach supports a comprehensive development of students, equipping them with essential skills for the modern world.

While a wide range of subjects was offered to students with the use of 8 themes determined for each grade level in the previous Turkish curriculum, this number was reduced to 6 in the curriculum curriculum. The main justification for this change was shown as not being able to allocate enough time for activities related to language skills. The necessity of organizing and implementing various activities to develop students' language skills has shown that in the previous curriculums, not enough time was allocated for language teaching and practice within a wide range of themes. Therefore, by reducing the number of themes in the curriculum curriculum, it is aimed to focus more on developing language skills by giving more depth to each theme. With this change, students have more time and opportunity to develop their language skills, while at the same time allowing teachers to adopt a more flexible approach to lesson planning and implementation. Working in depth on a smaller number of themes allows students to better understand and learn the topics, while allowing teachers to better focus on students' interests and needs.

Functional grammar teaching focuses on understanding the structure of language not only as rules and memorization of rules, but also on understanding the function of language in its actual use and developing students' communication skills. This approach aims to give students a deep understanding of the nature of language and focuses on the practical use of language, enabling students to understand the rules of grammar.

The use of the expression 'language structures' instead of 'grammar' emphasizes a change in the way language is treated. It now emphasizes that grammar is not only teaching the structural features of language, but also the function and use of language. This enables students to use grammar effectively not only by memorizing rules but also by understanding how language is used in real life. Functional grammar teaching offers students the opportunity to understand the use of language in the real world and to develop their language skills. In this way, students can use grammar effectively not only in the classroom but also in their daily lives. This approach encourages a more participatory, interactive and

functional approach to language teaching, while at the same time allowing students to develop their language skills more deeply.

Discussion, Conclusion and Recommendations

‘Settlement and Renovation Period,’ covering the years 1923-1936 In the period following the establishment of the Republic of Turkey, the modernization of education and the construction of a new nation were of great importance. The main aim of education in this period was to provide students at all levels with a political education based on republican and democratic values. The effort to raise individuals who embraced the ideals of the Republic, were modern, enlightened, and carried a national identity was at the centre of the educational goals of this period (Kaplan, 2019). The goal of creating the ‘new human’ type required by the new state necessitated radical changes in education. Prepared in 1926, this curriculum, which was the first education curriculum of the Republic, is a reflection of the efforts to create an education system that responds to the social, cultural and political needs of that period. One of the main features of this curriculum is that it attributes a special importance to Turkish lessons in raising the ‘new generations’ required by the new form of government. Mother tongue teaching played a critical role not only in language education but also in the construction of national identity and the establishment of the values of the Republic (Akyüz, 2007).

In the preparation of the 1926 curriculum, this function attributed to Turkish language lessons went beyond language as a means of communication and was closely associated with the goals of strengthening national consciousness and reaching the level of contemporary civilization in the process of modernization and westernization. In this context, the teaching of Turkish language was used as a strategic tool to transmit the ideology of the Republic to future generations. This curriculum aimed to make students adopt the basic values of the modern state through language teaching and to ensure their integration into the social and political structure of the Republic (Gökalp, 1990). At the heart of this transformation in education lies Atatürk's goal of ‘reaching the level of contemporary civilizations’. In Atatürk's understanding of education, language teaching is of vital importance for the preservation and development of national culture. Within this framework, Turkish lessons have become a tool that not only teaches linguistic knowledge but also promotes the values of the Republic, national identity and integration into the modern world. Students were intended to gain both language consciousness and national identity through Turkish; thus, a language teaching method was developed in line with the goal of contemporary civilization (Binbaşoğlu, 1982).

The 1926 curriculum emphasized two main goals for language education in Turkey: modernization and cultural continuity. On the one hand, steps such as simplification of the language and modernization of teaching methods were taken, while on the other hand, it was stated that the language should be preserved as the carrier of national identity. In this process, efforts were made to simplify the language and bring it closer to the vernacular, ensuring that Turkish lessons would be an educational

tool that would both develop language skills and internalize national values (Ergün, 1990). In this context, the 1926 curriculum appears as one of the reflections of Turkey's modernization process in education. As a result, the 1926 curriculum, which was prepared in the period between 1923 and 1936, was a curriculum that aimed to raise generations in line with the basic ideals of the Republic of Turkey and placed great responsibility on Turkish lessons in this direction. The teaching of Turkish was seen as a strategic tool for the formation of national identity, reaching the level of contemporary civilization and transferring the values of the Republic to the future, and educational policies were shaped in line with this understanding.

The period between 1936 and 1948 was a time when the education policies of the Turkish Republic were shaped to more strongly convey the republican values to the new generations. One of the main objectives of education during this time was to ensure that the younger generations developed a political consciousness aligned with the core principles of the republic. The 1936 curriculum, prepared during this period, placed special emphasis on Turkish education to produce individuals who would meet the needs of the new regime. The emphasis on the correct and beautiful use of Turkish in the 1936 curriculum reflects an approach that aimed to combine the practical and aesthetic aspects of language teaching. During this period, language teaching was viewed not only as a tool for communication but also as an element that developed an individual's intellectual world and reinforced their social and cultural identity. One of the most important language policies of this era was adapting to the requirements of the language revolution, simplifying the Turkish language, and making it widely used in the daily lives of the people.

Among the objectives of Turkish teaching, not only the correct use of language but also the development of students' aesthetic tastes was emphasized. In this context, students were given the opportunity to appreciate beautifully written literary works, allowing them to become acquainted with the artistic dimension of language. Thus, language education was given both a practical and educational dimension, aiming for students to use Turkish both correctly and effectively. These objectives helped ensure that language was viewed not only as a tool but also as a carrier of culture and an aesthetic value. The 1936 curriculum is considered an important step in terms of both Turkish language education and overall educational policies, aligning with the republican ideals of modernization and the strengthening of national consciousness.

During the period between 1948 and 1968, the educational programs implemented in Turkey were designed with the goal of supporting the country's economic development. Education focused not only on the general cultural development of individuals but also on equipping them with the skills needed for the labor force. The changes brought about by the transition to an industrial society necessitated a shift in the education system, making it more practical and goal-oriented, with an emphasis on imparting vocational skills. During this time, the number of vocational and technical

education institutions was increased, and students were encouraged to specialize in specific fields to directly contribute to the labor market. In parallel with economic development, a more systematic planning approach was adopted in education during this period. Human resource education planning aimed not only to meet the immediate labor force needs but also to enhance the efficiency of the workforce. In this context, a more practical and applied approach to education was adopted to ensure that students acquired the skills required by the job market. Moreover, with industrialization, there was a growing emphasis on training a qualified labor force for the production and service sectors. Educational programs were restructured to directly contribute to economic development. In conclusion, the period from 1948 to 1968 marked a time when educational policies were shaped not only by individual needs but also by national development goals. The educational programs developed during this period were aligned with the requirements of the transition to an industrial society. The emphasis placed on vocational education during this time can be considered a crucial step in meeting the needs of Turkey's industrialization process.

Between 1968 and 1990, the changing social structure created a foundation for reshaping educational approaches, highlighting the need to develop new educational models and curriculum. The primary goals and strategies of education were not only based on scientific and technological advancements but were also shaped by the cultural and ideological needs of society. The curriculum of this period allowed for important steps to be taken to meet the new labor force requirements brought about by industrialization, as well as to strengthen the social fabric. However, the most notable feature of this period was the impact of Turkey's internal political climate on its educational policies. By the 1980s, ideological divisions worldwide and the effects of the Cold War, along with the political turbulence and social polarization in Turkey, led to shifts in educational directions. The role of education during this time expanded beyond the development of vocational skills and began to include the aim of nurturing individuals as social and political actors. During this process, educational policies and teaching methods entered a continuous adaptation phase, responding to both local and global developments. In summary, this period marked a time when educational priorities evolved in response to not just technological and economic needs but also the shifting political, cultural, and ideological landscape. The influence of political upheaval was a defining aspect of how education adapted to the changing social and global environment.

Although previous curriculum also incorporated a student-centered learning approach, the reform between 1991 and 2010 placed particular emphasis on the constructivist approach, with a focus on this understanding in the "Turkish Language Teaching Program." However, this approach was not limited to constructivism alone; various educational methods, such as Howard Gardner's Multiple Intelligences Theory, were also integrated into the curriculum. This theory provided a more comprehensive and flexible approach to education by taking into account students' diverse learning styles and abilities. Additionally, differentiated teaching methods were adopted to meet students'

individual needs, ensuring that each student could engage with the material more effectively in their own learning style. The primary aim of the educational reforms during this period was not only to impart academic knowledge but also to equip students with skills necessary for success in the global world, such as critical thinking, creativity, and problem-solving. By adopting a student-centered approach to education, students were encouraged to take a more active role in their own learning, which in turn enhanced their participation and commitment to the learning process. Another significant feature of this period was the increased use of technology in education. Digital tools and platforms facilitated more interactive and collaborative learning experiences for students. Opportunities were provided for students to take greater responsibility in their education, empowering them to manage their learning processes. As a result, the period between 1991 and 2010 marked a profound transformation in the Turkish education system, where educational programs evolved to focus not only on academic success but also on fostering the skills required to thrive in a globalized world.

The introduction of the 4+4+4 education system in Turkey after the 2012-2013 academic year marked the beginning of a significant transformation in the education system. With this new structure, the duration of compulsory education was extended from eight to twelve years, and the aim was to provide students with a wider range of learning opportunities from an earlier age. This transformation was a crucial step in terms of flexibility, accessibility, and student-centered approaches in education. However, alongside these structural changes, the rapidly developing fields of technology also impacted educational policies, causing a significant shift in student needs and expectations in education. The role of technology in education expanded beyond merely transmitting information to students; it also focused on diversifying teaching methods, fostering digital skills, and equipping students with the necessary competencies to be more competitive in a globalized world.

In this context, the Turkish Language Curriculum was revised in the 2017-2018 academic year to better align with the evolving educational needs. The innovations brought by the 4+4+4 system aimed, in particular, to offer students the opportunity to develop language skills in Turkish from an earlier age. Additionally, with the increasing influence of digitalization, the integration of technology played a crucial role in the updated curriculum. Emphasis was placed on the use of digital tools and online resources to enable students to access information more quickly and effectively, thereby enhancing their participation in the learning process. The new curriculum strengthened the student-centered approach, focusing on fostering critical thinking, creative writing, and proficiency in various uses of the language. Moreover, it aimed to teach not only language knowledge and skills but also a deeper understanding of Turkish culture and literature. This educational transformation sought to create a more dynamic, effective, and contemporary learning environment by integrating technology and innovative pedagogies into the teaching programs. As a result, the revised Turkish Curriculum of 2017, under the influence of the 4+4+4 system and technological advancements, aimed to provide students with a more comprehensive and dynamic language education, enhancing Turkish instruction both academically and

culturally (Atik&Aykaç,2017). This updated curriculum sought to ensure that students not only developed language knowledge and skills but also grew into individuals capable of communicating effectively in the digital world.

The 2019 curriculum focused on a total of 289 learning outcomes over a four-year period, aiming to ensure that students acquire the targeted knowledge, skills, and values during their educational journey. These outcomes were distributed across various subjects and subject groups to provide a holistic education for students. However, the draft program for the curriculum Turkey Century Education Model adopts a more focused approach compared to the previous one. This draft program concentrates on 80 learning goals and their sub-indicators, aiming to offer a deeper learning experience. These learning goals are designed to help students acquire specific knowledge, skills, and values, while the sub-indicators outline the paths that need to be followed to achieve these goals. The focused approach of the draft program provides clearer guidance and assessment opportunities during the educational process. Each learning goal targets the acquisition of specific knowledge and skills in a particular area, while the sub-indicators specify the necessary steps to reach these goals, offering guidance to both teachers and students. In this way, the curriculum curriculum aims to provide a more in-depth learning experience and better direct the educational process. As a result, it seeks to ensure that students derive more benefit from their education and reach their learning goals more effectively and clearly.

The Scodary School Turkish Curriculum takes a significant step forward by offering a broader perspective on text types, diversifying language learning and communication skills in ways that were not addressed in previous programs. Unlike earlier versions, the new program introduces modern and digital text types, such as "hypertext, infographics, graphic symbols, vlogs, movie trailers, documentaries, and digital storytelling," which were not included in previous curriculum. These additions reflect the need for students to adapt to the demands of the digital age. 2024 The Century of Türkiye Education Model's Turkish language teaching program aims to effectively develop language skills while emphasizing the cultural and social significance of the Turkish language. By incorporating these modern and digital elements, the curriculum ensures that students can use Turkish effectively in their daily lives, helping them fully benefit from the richness of the language. This focus on both traditional language skills and modern communication tools prepares students for a more comprehensive and relevant educational experience, one that aligns with the needs of contemporary society.

The transformation of the Turkish language curriculum has been shaped to reflect pedagogical changes in education and societal needs. In the Turkish language curriculum of 1926, 1936, 1948, 1962, and 1968, objectives and behaviors were emphasized, with a dominant behavioral approach. During this period, the teaching process was primarily based on the transmission of knowledge to the student. The teacher played a central role, not only in delivering the information but also in monitoring and

controlling the student's learning process. The sequencing of topics and concepts followed the principle of linearity, meaning that knowledge was presented in a sequential and ordered manner. Students were generally assessed using traditional methods and techniques based on memorization. During this time, lessons were typically reliant on a single source, and students' learning processes were structured in a limited way. A competitive approach was adopted in education, with students being primarily evaluated based on their individual performance.

However, in the Turkish language curriculum of 2005, 2006, 2015, 2017, 2019, and curriculum, a constructivist approach based on student outcomes has been adopted. This approach encourages students to engage actively in the learning process, making the teaching process more interactive and dynamic. In the constructivist approach, topics and concepts are designed according to the principle of spiral learning. That is, knowledge is presented in a more flexible and student-centered manner, rather than in a linear sequence. Students are expected to connect new information with their prior knowledge and construct it in a meaningful way. Along with this approach, acquiring knowledge is no longer limited to traditional teaching methods, but is made possible through alternative teaching techniques as well. The teacher facilitates students' ability to question and explore, guiding the learning process in a student-centered way. This allows students to undergo a more active learning process. Student evaluations have also become more flexible, with process-based assessments and multiple evaluation tools being used, moving away from traditional exams. These assessment processes enable a more comprehensive tracking of students' development. Moreover, there has been a significant shift in resource usage, with lessons now incorporating real-life examples from the students' daily lives, events, and problems, contributing to the learning process. This approach ensures that students can see how the knowledge they acquire operates in real life, creating a more meaningful connection in education. These structural changes have not only transformed how students access knowledge but also how they approach learning. As a result, students not only receive information but are also able to actively construct it.

In conclusion, the changes experienced by the Turkish language curricula from the past to the present have taken place during a period in which the importance of language and communication in society and in individuals' lives has progressively increased. These changes have not been limited to the evolution of the education system but have also been shaped as a result of global developments, technological advancements, and societal needs. The evolution of the Turkish language curricula has been guided by an understanding that acknowledges language as playing a significant role not only as a tool for communication but also in the intellectual and cultural development of individuals. Turkish language teaching programs have aimed not only to improve students' language skills but also to prepare them as conscious, critical thinkers who can communicate effectively in the digital world, and who meet the demands of the contemporary era. These changes, reflecting a period in which the importance of language and communication has increased both individually and socially, demonstrate that the

fundamental goals in education have evolved to encompass not just academic success but also a broader educational and cultural vision.

Policy Implications

The findings of this study reveal several important points that should be taken into account in the process of designing and implementing educational policies. First of all, it is understood that modernization and innovation processes in education should not be limited to curriculum changes, but should also include many elements such as teacher training, course materials and pedagogical approaches. It is important that education policies should be formulated within a framework that develops individuals' critical thinking skills, adheres to democratic values and encourages social participation. In addition, it can be said that educational reforms, which historically have a certain ideological orientation, should be transformed into a structure that is more inclusive and includes various perspectives in today's context. In this context, based on past experiences, determining education policies through a participatory process plays a critical role in ensuring equality and accessibility in education. Finally, policymakers should develop long-term strategies to ensure continuity and consistency in education, which will support the reforms to have lasting effects.

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