

Evaluation of Turkish Teachers' Views on Concept Teaching Process

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Abstract

Language is based on concepts. Concepts are nourished by language. It is difficult to make progress and development in the language without knowing the concepts of the mother tongue. A language and words, terms and concepts belonging to a language that fall within the disciplinary field of individuals in both social and academic life; It is important for students to have gains in speaking, writing, comprehension and listening in a correct and appropriate way. One of the basic building blocks of Turkish teaching is to develop the conceptual world of individuals. Vocabulary of individuals is developed and updated with Turkish teaching. Turkish teaching has a special place in terms of concept teaching. The aim of this research is to evaluate the opinions of Turkish teachers about the concept teaching process. The research was carried out with the phenomenological model of the qualitative research method. The study group was determined by the maximum variation sampling method. In this context, interviews were held with 26 Turkish teachers working in different districts and schools in Mardin province in 2021. The data collection tool of the research consists of a semi-structured interview form consisting of two parts and six questions. Content analysis technique was used in the analysis of the data. Analyzed views were divided into themes and codes. The percentage of agreement between the codings was found to be .90. As a result of the research findings, in the concept teaching process of Turkish teachers; It has been concluded that students attach importance to concretization, student-induced cognitive difficulties come to the fore, and materials of different structures and qualities are used. In addition, it is among the results that the concept teaching process has reflections on the cognitive and affective language development of the students and affects the speaking skills of the students the most.

Keywords: Education, Turkish education, Concept teaching, Turkish teachers



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INTRODUCTION

Human has the motivation to understand himself, nature and the world he lives in (Bacanli, 2001). In this context, with his birth, he may need many knowledge, skills, etc. In terms of his future. He takes the basis of his behavior from his family. Afterwards, he continues with his family, social environment and school process. In this process, he continues to gain new behaviors through formal and informal education (Aşlıoğlu, 2014). From the first childhood, they begin to construct by examining and discovering the tangible assets around them (Özmen, 2020). In other words, people start to learn concepts and their names starting from childhood, classify them and reveal the relationships between concepts (Kaptan, 1999). In order to create an organized structure in the concept learning process, people try to reveal common points and highlight differences among a number of related experiences (Zeithamova, Mack, Braunlich, Davis, Seger, Kesteren & Wutz, 2019). People are constantly trying to find new information. As a result of these efforts, people learn concepts to facilitate communication, make useful predictions about their world, make sense of objects and situations, and form mental building blocks to express their more complex thoughts (Goldstone & Kersten, 2003). This learning and structuring process in the mind continues at all ages (Gödek, Polat & Kaya, 2019). As a result, people seek new information through active experiments in line with their goals (Nelson & Movellan, 2001). Concept learning, which takes place with this search for knowledge, begins with the birth of the individual and continues throughout life (Ülgen, 2004).

In general terms, concepts are seen as mental representations that allow people to classify or select a group of non-identical but equivalent situations and objects (Wisniewski, 2002). Concepts can also be expressed as a knowledge structure that represents the changeable common features of different objects and phenomena that make sense in people's minds (Ülgen, 2004). Concepts are defined by grouping these common features according to a certain rule and expressing them with a single word (Duman, 2015). In other words, concepts that are the building blocks of human cognition (Goldstone, Kersen & Carvalho, 2018) are mental representations of categories of objects, events or other entities (Taymaz-Sari, 2021). In fact, the concepts that constitute the building blocks of knowledge; are not tangible objects, events or assets. Concepts are units of abstract thinking (Kaptan, 1999). When an entity or object is mentioned, they are the first associations formed in the human mind (Ayas, 2006). The more the individual's experiences related to the concepts and the number of experiences reached as a result of these experiences, the easier it is for the individual to group and define the concepts (Yılmaz & Çolak, 2011). The common denominator seen in all these definitions of the concept is abstraction and classification based on similarities and relations between objects. In other words, it is the creation of categories in the mind (Malatyali & Yılmaz, 2010). As a result, based on all these data, it is seen that concept learning is an important part of knowledge organization (Hunt, 1962).

According to Ülgen (2004), concept learning occurs through concept creation and concept acquisition. Concept formation is human nature. Although it continues throughout life, it is most intense in childhood. Because children are trying to get to know everything in these years. Concept acquisition refers to the process of classifying the created concept with appropriate rules and criteria. It is stated that creating a concept is a prerequisite for gaining a concept. But concept learning alone is not enough. In learning scientific concepts, these two stages must be realized together (Çaycı, 2007). As contemporary products emerge in science, literature and art, and as scientific and technological knowledge increases, new concepts constantly appear in the language of society and the meanings of existing concepts change over time (Akyıldız, 2020).

Concepts, which have an important place in all learning processes of people from childhood to old age, also constitute an important pillar of the curriculum carried out in schools (Çetinel, 2019). Because each education and training level has its own concepts that are expected to be acquired by individuals. It is obvious that these gains are among the desired concepts to be found in the type of human being desired to be seen in the future. Although it is not a lesson in the form of direct concept teaching at all teaching levels, the subject of sounds and adjectives in the Turkish lesson, the formation of awareness; number, quantity, spatial concepts, some opposite concepts in mathematics lesson; It is stated that naming some objects in lessons such as visual arts lessons and science lessons is given within the framework of concept teaching (Melekoğlu, 2021). However, although these activities are carried out

for concept teaching, it is known that students still have misconceptions both in their social processes and in their academic processes. It is seen that educators use many techniques, graphics, and materials such as applications and tools in order to purify students from these misconceptions and to increase academic success (Paull, Holmes, Omari, Haski-Leventhal, MacCallum, Young & Scott, 2022; Elen, Piro, Wevers, Maddens & Raes, 2022; Bilgin & Bekiroğlu, 2021; Theobald & Brod, 2021; Butarbutar, Uspayanti, Manuhutu & Palanggan, 2019; Polat & Çalış, 2019; Çakmak, Çakmak & Topal, 2018; Kubiato & Prokop, 2009; Ekinci Çelikkpazu & Börekçi, 2018; Geyer, Kuczynski, Zink & Henderson, 2015; Minárechová, 2016; Öztürk & Ömeroğlu, 2015; Ulusoy & Erkuş, 2015; Gardner & Brown, 2013; Gömleksiz & Fidan, 2013; Temizkan, 2011; Başarmak & Gelibolu, 2010; Keppens & Hay, 2008; Balım, İnel & Evrekli, 2008; Ayas & Ünal, 2007; Temelli, 2006; Thompson & Logue, 2006; Cansungü Koray & Bal, 2002; Zeilik, Schau & Mattern, 1998). However, when the literature is examined, it cannot be said that there are enough studies in which the opinions of teachers and students about the concept, misconceptions and concept teaching process are taken. It is seen that there are some studies that can be shown as an example on this subject (Uçak, 2020; Prabha, 2020; Soylu & Memişoğlu, 2019; Köğce, Yıldız & Aydın, 2019; Servet, 2018; Seyhan, 2017; Memişoğlu & Tarhan, 2016; Akbaş, 2013; Nakiboğlu, 1999; Aydoğan & Aydoğan, 2020). These studies, which were carried out with the participation of teachers, teacher candidates and secondary school students; It was carried out with the concept teaching processes of fields such as religious culture and ethics, science, social studies, mathematics, science, history, geography and special education. In these studies conducted at different times, graphics such as concept maps, mind maps, and concept cartoons are generally used in concept teaching processes, there is no differentiation in the concept teaching process in terms of genders, the participants sometimes have difficulties in the concept teaching processes (especially in the teaching of abstract concepts), some concepts that make up the course content are not fully understood. It has been concluded that the concepts are not understood and therefore the concepts are tried to be memorized, and sometimes traditional concept teaching preferences are made.

Language acquisition in humans begins with words. Words that emerge in the form of meaningful structures are important for individuals to communicate with their environment and integrate with the society. With the development of vocabulary, the expressive power of individuals develops. Concept teaching is important in this regard. Concept teaching is a part of enriching the vocabulary. Concept teaching has formal and informal forms. However, societies do not want to leave the learning of their members (children) to chance, trial and error, that is, to informal flow. The education systems are trying to do exactly that. There are many knowledge and skills that need to be acquired by the child (Toprakçı, 2016). In this context language education is more than more important. For this reason, they teach their own language first, and later learning of child continues by building on what they have learned. Turkish society is trying to achieve this with Turkish education.

Teaching Turkish as a course has shown many developments since the first years of the Republic (Doykun, 2022). According to Güzel (2003, p. 63), Turkish teaching started when Atatürk ordered the establishment of Secondary Teachers' School in rural and rural secondary schools. With Turkish teaching, it is aimed to increase literacy and accelerate the transition to the Latin alphabet. According to Doykun (2022), with the transition to Latin letters, a literacy campaign was started all over Anatolia. Everyone of all ages has been taught the new alphabet and given the opportunity to learn to read and write. These initiatives formed the foundations of today's Türkiye in terms of literacy.

Language is based on concepts. Concepts are nourished by language. It is difficult to make progress and development in the language without knowing the concepts of the mother tongue. For this reason, the mother tongue education and teaching of every nation is based on concepts. In addition to literacy education, another dimension of Turkish teaching is the teaching of existing and newly introduced concepts in the language. More or less individuals are taught new concepts in all courses. However, one of the basic building blocks of Turkish teaching is to develop the conceptual world of individuals. Vocabulary of individuals is developed and updated with Turkish teaching. For this reason, Turkish teaching has a special place in terms of concept teaching.

In both social and academic life, it is important for individuals to acquire a language and words, terms and concepts belonging to a language in a correct and appropriate way in the dimensions of

speaking, writing, understanding and listening. It can be said that each discipline tries to contribute to this situation within its own limits. However, it can be said that this contribution comes mostly from language education and teaching disciplines. Turkish Course Teaching Program provides information that allows students to learn about listening/monitoring, speaking, reading and writing skills and mental skills for life, develop themselves individually and socially using these skills, communicate effectively, read and write on demand, with Turkish love, it is configured in a integrity that contains skills and values. However, Turkish Lesson Curriculum; It accepts the development of language skills and competences as a prerequisite for learning in all other fields, personal and social development, and acquiring professional skills (MoNE, 2019). It is essential to know the concept teaching processes in the Turkish course, which is seen to have the power to affect all areas of life of the individual. The aim of this study is to evaluate the opinions of Turkish teachers about the concept teaching process. Based on this purpose, answers were sought for the following sub-objectives.

1. What kind of activities do you do in the concept teaching process?
2. What are the situations that you have difficulties in the concept teaching process?
3. What are the materials you use in the concept teaching process?
4. What are the reflections of the concept teaching process on your students' language development?
5. Could you explain why the concept teaching process improves which language skills your students have developed the most?
6. What are your suggestions that you think can make the concept teaching process effective?

METHOD

The phenomenology model, one of the qualitative research methods, was used in this study in which the views of Turkish teachers on concept teaching were evaluated. In the phenomenology model, it is aimed to obtain in-depth information about events, situations, concepts and perceptions (Yıldırım & Şimşek, 2018). In the phenomenological model, individuals' experiences about a subject are tried to be examined in depth (Johnson, 2000; Smith & Eatough, 2007). This research was carried out with the phenomenology model, as it was aimed to investigate the experiences of Turkish teachers about the concept teaching process in depth.

1. Study Group

The study group of the research consists of 26 Turkish teachers working in central and village secondary schools in Artuklu, Kızıltepe and Derik districts of Mardin province. Participators were defined by easily accessible case sampling, one of the purposive sampling techniques. In purposive sampling, the researcher uses his judgment on who will be selected, and takes the people or groups that are most suitable for the purpose of the research into the sample. In this framework, the most appropriate group for the problem studied is the subject of observation (Balci, 2009). Detailed data on the Turkish teachers who constitute the study group of the research are presented.

It is seen that 11 (42.3%) of the Turkish teachers participating in the research are female and 15 (57.7%) are male; 19 of them (73.1%) had a bachelor's degree and 7 (26.9%) had a master's degree; 8 of them between 1-5 years (30.8%), 14 of them between 6-10 years (53.8%), 2 of them between 11-15 years (7.7%), 2 of them between 16 years or more (7.7%) years of service; 2 of them mostly teach in the provinces (7.7%), 13 of them mostly in the districts (50%), 11 of them mostly in the rural settlements (11.3%); It is seen that 15 of them (57.7%) work in the lower socioeconomic environment, 9 (34.6%) in the middle, 2 (7.7%) in the upper socioeconomic environment.

2. Data Collection Tool

In the research, a semi-structured interview form consisting of two parts was used as a data collection tool. In the first part of the form, there is the "Personal Information Form" regarding the demographic data of the study group. In the Personal Information Form, there are five demographic questions along with explanations about the purpose of the research. In the second part of the form, there is a semi-structured interview form consisting of six open-ended questions. While the interview form was being prepared, opinions were taken from Turkish language education experts, curriculum and

instruction field experts, and Turkish teachers. By evaluating the feedback received from the experts and teachers, the places of some questions in the interview form were changed, the ambiguity of some questions was removed and the interview form was given its final form.

3. Data Collection

Ethics committee approval was obtained from the Scientific Research and Publication Ethics Committee of Mardin Artuklu University before the research data were collected. After obtaining the necessary permissions, the central and village secondary schools in the Artuklu, Kızıltepe and Derik districts of Mardin province were visited and the Turkish teachers working in these schools were interviewed, and explanations were made about the purpose of the research and the application steps. In the research, interview forms were presented to Turkish teachers who wanted to contribute to the research on a voluntary basis. The interviews were limited to 30-50 minutes. During the interview, explanations were made about the questions regarding the research and the interview form.

4. Analysis of Data

Content analysis technique was used in the analysis of the research data. It is aimed to reach the concepts and relations that will explain the data obtained in the content analysis technique. In the content analysis technique, data that are similar to each other are brought together and organized within the framework of themes in a way that the reader can understand (Yıldırım & Şimşek, 2018).

The analysis of the data was made together by the researchers and the themes and codes were revealed. The themes and codes revealed by the researchers were tabulated. The themes and codes that emerged were presented to another field expert, independent of the research, and their opinions were taken. While coding the data, the "Percent Agreement Formula" developed by Miles and Huberman (1994) was used to calculate the consistency between the codings. According to the formula, the calculation is made as "Reliability = Consensus/(Agreement + Disagreement) x 100". A rate of agreement between codings of 70% and above is considered sufficient for coding reliability (Yıldırım & Şimşek, 2018). By means of this formula, the coding agreement percentage of the researchers was determined as 0.90. Since descriptive information was not requested from the teachers in the study, a number was given to the initials of the words "Turkish Teacher" in the interview forms and "TT1, TT2, TT3 etc." coding was done.

5. Validity and Reliability of Data

In this study, in which the opinions of Turkish teachers on the concept teaching process were examined, the recommendations in the literature were taken into account in order to ensure validity and reliability (Creswell, 2020; Yıldırım & Şimşek, 2018; Merriam, 2009; Shenton, 2004). Explaining that they have reached their destination is among the important criteria of validity (Yıldırım & Şimşek, 2018). In-depth data was collected from Turkish teachers for the research. Turkish teachers in different districts and schools in the same province were interviewed. In this way, it was tried to provide data diversity. Obtaining 78 pages of data from 26 Turkish teachers who voluntarily participated in the research shows that in-depth data was collected. Including direct quotations from teachers' opinions, storing the interview forms by transferring them to digital media, and taking opinions from field experts during the research process are measures taken to ensure validity and reliability. A proportional approach has been adopted when quoting directly from teachers' opinions. In proportion to the frequency of the resulting codes, 1 direct quotation is included for every 10 code intervals.

6. Ethical

Ethics committee approval was obtained from the Scientific Research and Publication Ethics Committee of Mardin Artuklu University to carry out the study.

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FINDINGS

In this part of the research, based on the questions in the semi-structured interview form, Turkish teachers' views on the concept teaching process were presented in tables in the form of themes and codes.

1. Opinions About the Events Held

"What kind of activities do you do in the concept teaching process?", which constitutes the first sub-purpose of the research. Findings that emerged in line with the opinions of Turkish teachers regarding the question are given in Table 1.

Table 1. Activities in the concept teaching process

Theme	Code	f	%
Embodiment Events	Giving concrete examples (TT1, 3, 9, 15, 23, 26), Sentence usages (TT2, 9, 11, 13, 14), Sneaking (TT3, 14, 20, 21, 24), Visualization (TT6, 23, 26), Envisioned (TT16, 24, 25), Associative teaching (TT1), Activities for more than one sense (TT16)	24	32
Conceptualization Activities	Concept Maps (TT4, 10, 15, 22, 23, 25), Giving concept characteristics (TT3, 4, 6, 19, 24), Concept Pool (TT21, 25), Worksheets (TT12, 19), Identifying misconceptions Investigating the origins of concepts (TT24), Concept dictionary (TT22), Mind maps (TT10), Tests (TT19), Storytelling (TT21), Word Association tests (TT4)	22	30
Student Active Participation Activities	Drama method (TT6, 7, 17), Group work (TT15, 17), Creative writing exercises (TT12, 21), Question-Answer exercises (TT5, 17), Teaching with games (TT15), Using the functional method (TT3), Internalization activities (TT3), Activating students in the process (TT6)	13	17
Material Events	Using a dictionary (TT 8, 9, 24), Instant speaking activities (TT 11, 12, 21), Textbook activities (TT13, 19), Writing new words in a notebook (TT9)	9	12
Digital Events	Smart board applications (TT 7, 11, 18), Film and Video Screening (TT15)	4	5
Transfer to Current Life Events	Adapting the concepts to current life (TT 5, 8), Establishing a relationship between concepts (TT10)	3	4
Total		75	100

In Table 1, there are opinions about the activities of Turkish teachers during the concept teaching process. When the data in the table are examined, it is seen that the views on the activities carried out in the concept teaching process emerge as six themes. Emerging themes are named as concretization activities, conceptualization activities, student active participation activities, material activities, digital activities and transfer to daily life activities. The abstract nature of concepts and concept teaching imposes more responsibilities on teachers in this process. It is an important issue to concretize the concepts by considering the readiness levels of the students. With concretization, it is easier for students to perceive concepts and shape them in their minds. When the views of Turkish teachers are examined, the fact that activities related to the theme of concretization come to the fore, confirms this situation. Some of the opinions of Turkish teachers about the activities carried out in the concept teaching process are presented below in the context of themes.

Teachers' views on the theme of concretization activities:

I continue the concept teaching process through connotation through concrete examples (TT1).

For concept teaching, I teach the lesson with activities and visuals that will appeal to more than one sense organ (TT16)

In the concept teaching process, I first start by identifying and eliminating the misconceptions that exist in the student. Then I try to prepare the concept map, have the meanings of the concepts interpreted and make it permanent in the mind of the student. I try to make the learned concept permanent through examples and activities. I'm going to have a few more examples made to determine the deficiencies and I'm done (TT23).

Teachers' views on the theme of conceptualization activities:

I try to use explanation and word association techniques. I use concept maps to show the relationship or connections between concepts. I use it especially at the beginning and end of a new topic to be told (TT4).

I do concept map, concept pool and visualization activities. (TT25).

Teachers' views on the theme of student active participation activities:

I explain what the concept is and then do activities that can be active for the student to bring this concept to life in the student's mind (TT6).

Teacher's view on the theme of material activities:

After using the lecture method, I use a worksheet and a test to reinforce the subject. Finally, if there are activities related to the subject in the textbook, I apply them in the classroom (TT19).

Teacher opinions on the theme of digital activities:

I have drama studies and various applications from the smart board (TT7).

Teacher's view on the theme of transfer to current life activities:

I prefer to give examples that can be used in daily life by adapting them to students' lives. With the Question-Answer technique, the concept(s) take more place in the minds of the students (TT5).

2. Opinions on Difficult Situations

"What are the situations that you have difficulty in the concept teaching process?", which is the second sub-purpose of the research. The findings that emerged in line with the opinions of Turkish teachers regarding the question are given in Table 2.

Tablo 2. Difficult situations in the concept teaching process

Theme	Code	f	%
Student Originated Cognitive States	Not being able to understand the concepts (TT3, 9, 13, 16, 20), Not being able to use the concepts in daily life (TT16, 21, 23), Forgetting the concepts quickly (TT1, 5), Learning difficulties (TT5), Weak language development (TT10), Vocabulary lack of vocabulary (TT14), Confusing close concepts (TT3), Inadequacy in reading and writing (TT12), Inability to use it in a sentence appropriately (TT21), Inability to associate it with Past Learning (TT19)	17	34
Student Originated Developmental Conditions	Lack of readiness (TT8, 10, 15, 26), Students being in concrete operational stage (TT4, 24), Distraction (TT3), Stagnation in concept development (TT11), Prior learning differences (TT17), Inability to establish a relationship between concepts (TT17), Not being able to pronounce the concepts (TT21)	11	22
Community Based Conditions	Having a different mother tongue (TT2, 5, 9, 24), Preferring concepts in the social environment (TT11, 12, 18), Economic situations (TT12, 25), Preferring stereotypical concepts (TT6)	10	20
Teacher-Based Situations	Not being able to Concretize the concepts (TT 7, 13, 25), Not being able to associate the concept (TT7), Incomplete teaching of the learning outcomes (TT1), Changing the misconceptions (TT23)	6	12
Student Originated Emotional States	Indifference to concepts (TT3, 18), Resistance to new concepts (TT, 20)	4	8
School Related Situations	Technological inadequacy (TT 12), Crowded classes (TT 12)	2	4
Total		50	100

Table 2 shows the situations in which Turkish teachers have difficulties in the concept teaching process. When the data in the table are examined, it is seen that the opinions about the difficult situations in the concept teaching process emerge as six themes. The emerging themes were named as student-induced cognitive situations, student-based developmental situations, community-based situations, teacher-induced situations, student-based affective situations, and school-related situations. While students can acquire some concepts directly through experience, they also acquire some concepts from their environment. During the concept teaching process, students can be affected by the society, school, teachers and friends they live in. Being in different environments not only provides students with

a wealth of concepts, but also brings along various problems. It can be difficult to change the negative, ordinary and old concepts learned from these environments. Students may have difficulties in learning new concepts. Some of the opinions of Turkish teachers about the difficulties in the concept teaching process are presented below in the context of themes.

Teachers' views on the theme of student-induced cognitive states:

I have problems with students not being able to fully understand the concepts and not correcting the concepts they misunderstood (TT20).

As a result of students being uninterested in concepts, learning concepts can be more difficult than necessary. Concepts can sometimes distract students. Especially abstract concepts distract students. Close concepts can sometimes cause confusion for students (TT3).

Teachers' views on the theme of student-based developmental situations:

Since the language development of the students is weak, they cannot fully understand the concepts (TT10).

Teacher's view on the theme of community-based situations:

Children have difficulties in understanding metaphorical words. Children's late or incomplete learning of Turkish also doubles this difficulty (TT9).

Teacher's view on the theme of teacher-induced situations:

I have difficulties in concretizing the concepts. I'm having a hard time associating the concept (TT7).

Teacher's view on the theme of student-induced affective states:

Students have difficulty in learning a new concept because they only use certain words in their daily lives, and I have difficulties in gaining these new concepts to students (TT6).

3. Opinions on the Materials Used

"What are the materials you use in the concept teaching process?", which constitutes the third sub-purpose of the research. Findings that emerged in line with the opinions of Turkish teachers regarding the question are given in Table 3.

Tablo 3. *Materials used in the concept teaching process*

Theme	Code	f	%
Written-Printed Materials	Textbooks (TT2, 5, 6, 8, 9, 11, 13, 14, 21, 24), Dictionary (TT6, 8, 10, 13, 18, 21, 22, 24), Reading books (TT2, 14), Working papers (TT12, 19), Background cardboard (TT5, 23), Tests (TT11, 19), Encyclopedia (TT24), Story reading (TT11), Class Board (TT22), Keeping an individual dictionary (TT6)	30	44
Technological Materials	Smart board applications (TT 3, 4, 5, 6, 7, 8, 11, 21, 22, 23, 25, 26), Class board (TT4, 5, 22, 23), EBA applications (TT13, 19, 24)	19	28
Visual Materials	Pictures (TT 10, 16, 20, 24), Videos (TT 10, 17, 19), Photographs (TT10), Real objects (TT15)	9	13
Graphical Materials	Concept map (TT1, 10, 17, 21), Fishbone (TT1), Concept net (TT10)	6	9
Actionable Materials	Speaking activities (TT 11, 20), Games (TT 12), Student materials (TT 21)	4	6
Total		68	100

In Table 3, opinions about the materials used by Turkish teachers in the concept teaching process are given. When the data in the table are examined, it is seen that the opinions about the materials used in the concept teaching process emerge as five themes. Emerging themes were named as written-printed materials, technological materials, visual materials, graphical materials and operational materials. Concepts are perceived by students as abstract and complex. The age levels and readiness of the students form the basis of this situation. For this reason, enriching concept teaching with materials by considering students' perception and cognition levels makes teaching concepts enjoyable. Teaching materials prepared with different qualities and purposes are effective in attracting students' attention

and embodying concepts. The use of materials that students can contact directly provides a more permanent learning. Some of the opinions of Turkish teachers about the materials used in the concept teaching process are presented below in the context of themes.

Teachers' opinions on the theme of Written-Printed materials:

I benefit from textbooks and reading books in the concept teaching process (TT2).

I try to use all necessary materials such as a dictionary of idioms and proverbs (TT18).

I use course books, dictionaries, smart boards and dictionaries created by the students themselves (TT6).

Teachers' views on the theme of technological materials:

I mostly use interactive board (smart board) at the material point. The existence of internet infrastructure facilitates access to digital materials (TT25).

I use related activities through EBA application. In addition, I benefit from the course book and the Turkish dictionary (TT13).

Teacher's view on the theme of visual materials:

I use objects used in daily life according to the type of concept, mainly on visual materials (TT15).

Teacher opinions on the theme of graphical materials:

I use fishbone and concept map technique in the process (TT1).

Teacher's view on the theme of action materials:

I use worksheets and printed materials for students as well as various games that I have designed (TT12).

4. Views on Reflections on Language Development

"What are the reflections of the concept teaching process on the language development of your students?", which constitutes the fourth sub-goal of the research. The findings that emerged in line with the opinions of Turkish teachers regarding the question are given in Table 4.

Table 4. Reflections of concept teaching process on language development

Theme	Code	f	%
Cognitive Reflections	Expressing oneself better (TT2, 4, 6, 8, 13, 17, 19, 20, 23, 25), Developing language skills (TT11, 12, 15, 26), Raising Awareness (TT1, 9, 14, 23), Developing vocabulary (TT6, 16, 24, 25), Learning the meaning of concepts (TT1, 18, 22), Contributing to learning the language by experience (TT5, 21, 23), Developing reading comprehension (TT20, 23), Using some concepts To begin with (TT2), to raise language awareness (TT3), It contributes to making sense of the world (TT4), It allows to organize concepts (TT4), Analysis skills are developing (TT7), Synthesis skills are developing (TT7), Developing thinking power (TT17), Mental activities realizing (TT12), Making inferences (TT11), Clarifying the read books in the mind (TT9), Contributing to learning the language with visuals (TT5), Supporting the improvement of language problems (TT10), Facilitating bonding between words (TT17)	43	91
Affective Reflections	Increasing self-confidence (TT 6), Developing imaginary worlds (TT 7), To gain a love of reading (TT12), To gain the habit of reading (TT12)	4	9
Total		47	100

In Table 4, the views of Turkish teachers on the reflections of the concept teaching process on the language development of the students are given. When the data in the table are examined, it is seen that the students' views on the reflections of the concept teaching process on language development emerge as the theme. The emerging themes were named as cognitive reflections and affective reflections. Every new concept that people acquire is stored in their memory. These concepts make a transition from mental operations to language expressions in due course. Using richer sentences, using different forms of expression, expressing a situation that can express oneself better or that can be expressed with more than one word, is possible with a concept richness. It is not a correct approach to limit the concept teaching process to memorizing words only. Concept teaching process is also a language development process. Some of the opinions of Turkish teachers about the reflections of the concept teaching process on the language development of the students are presented below in the context of themes.

Teacher opinions on the theme of cognitive reflections:

Concepts have a very important place in making sense of the world. Concept teaching enables students to organize concepts correctly. It provides ease of communication (TT4).

As the students use the new concepts they learned in their daily lives, their vocabulary develops and they express themselves more effectively. When students use these newly learned concepts when they talk, their self-confidence also increases (TT6).

It contributes to the improvement of language problems of children with language delay and language disorders (TT10)

Since each new concept learned facilitates thinking power and establishing links between words, it also takes students' self-expression skills to the next level (TT17).

The opportunity to understand what he reads and to express himself better arises. His ability to interpret the concepts he hears in the social environment develops and he gains different perspectives (TT23).

Teacher's view on the theme of affective reflections:

There are big changes in the dream worlds. Developing analysis and synthesis skills (TT7).

5. Views on the Most Improved Language Skills

The fifth sub-goal of the research, "Can you explain which language skill your students have developed the most during the concept teaching process?" The findings that emerged in line with the opinions of Turkish teachers regarding the question are given in Table 5.

Table 5. Language skills most Improved by concept teaching process

Theme	Code	f	%
Speaking Skill	Facilitating self-expression (TT2, 15, 16, 26), Increasing self-confidence (TT13, 21, 24), Being oriented towards daily life (TT7, 11, 19), Transferring newly learned concepts through language (TT5, 16), Speaking developing (TT3), Ensuring integrity among language skills (TT6), Influencing interpretation (TT8), Expressing thoughts (TT10), Enriching the vocabulary (TT13)	17	56
Reading Skill	Enriching vocabulary (TT12, 18), Influencing meaning (TT8, 14), Developing vocabulary (TT4), Learning unknown concepts (TT9), Increasing self-confidence (TT24), Facilitating self-expression (TT26)	8	27
Writing Skill	Ensuring integrity among language skills (TT6), Influencing meaning (TT8), Facilitating self-expression (TT15), Increasing self-confidence (TT21), Transferring what has been learned (TT25)	5	17
Total		30	100

In Table 5, the views of Turkish teachers on the language skill that was developed the most during the concept teaching process are given. When the data in the table are examined, it is seen that the views on the language skill developed the most during the concept teaching process emerged as three themes. The emerging themes were named as speaking skill, reading skill and writing skill. Basic language skills constitute the building blocks of languages. While learning the mother tongue, grammar rules are learned without knowing. Tongue; It is learned by listening in the womb, by starting to speak after birth, by reading and writing while going to school. Therefore, basic language skills are interconnected and develop by influencing each other. A deficiency in one skill directly or indirectly affects other skills. Concept teaching process is related to basic language skills. Learned concepts are acquired through basic language skills. Concepts are perceived with listening and reading skills; transmitted by speaking and writing skills. It is not possible to observe a situation concretely with the listening skill in the concept teaching process. It is possible to directly observe speaking, reading and writing skills. Especially speaking skill plays an active role in the transfer of learned concepts. Some of the Turkish teachers' views on the language skill that students developed most during the concept teaching process are presented below in the context of themes.

Teachers' opinions on the theme of speaking skills:

It affects speaking skill more. In addition, the positive effect of speaking skills indirectly contributes to the development of other language skills. Because students use listening, writing and reading skills less than speaking skills. Newly learned concepts are used in the first place through language, that is, by

speaking. These concepts, which are placed in the student's vocabulary with speaking skills, are reflected in other language skills over time (TT5).

It affects the speaking skill the most. They use the learned concepts more consciously in their daily conversations (TT19).

Teacher's view on the theme of reading skills:

The clearer the reading skill is for the student, the more pleasure he or she will get. For example, a 5th grade student repeatedly asks me whether he understands the concept. When he does not understand, he gets bored and therefore does not want to read. For this reason, I think that concept teaching improves reading skills the most (TT9).

Teacher's view on the theme of writing skills:

Thanks to the concepts they learned, they develop their writing and speaking skills more. The reason for this is that they use what they have learned in the speaking and writing activities we do (TT25).

6. Opinions on Suggestions That Can Make the Process Effective

"What are your suggestions that you think can make the concept teaching process effective?", which is the sixth sub-purpose of the research. The findings that emerged in line with the opinions of Turkish teachers regarding the question are given in Table 6.

Table 6. Recommendations that can make the concept teaching process effective

Theme	Code	f	%
Recommendations for Teachers	Involving different and rich activities (TT1, 10, 25), Using the learning by experience method effectively (TT5, 25, 26), Telling stories and jokes about the concept (TT13, 21, 24), Focusing on examples (TT5, 21), Focusing on materials (TT12, 25), Utilizing technology (TT7, 11), Using visuals (TT24, 25), Gamifying concepts (TT3), Preparing concept lists (TÖ8), Supporting concepts with examples (TT9), Using mind maps (TT12), Using animations (TT12), Continuous reading (TT14), Assigning tasks to students (TT17), Providing complete learning (TT17), Choosing concepts effectively and beautifully (TT22), Identifying less concept areas (TT23), Being exposed to new concepts quit (TT11)	28	62
Recommendations for the MoNE	Updating the textbooks (TT19, 20), Giving the concepts within a certain logic (TT4), Sorting the skills (TT4), Adapting the curriculum (TT4), Adding a dictionary to the books (TT9), Functioning the curriculum (TT15), Different kinds of literary including texts (TT20)	8	18
Suggestions for Students	Keeping a dictionary (TT6, 12), Doing repetitions constantly (TT5), Reading books (TT6), Using new concepts in daily life (TT6), Learning through group activities (TT16), Mastering the rules of the language (TT17)	7	16
Advice for Families	Raising awareness of families (TT2), Ensuring Student-Parent-Teacher unity (TT18)	2	4
Total		45	100

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In Table 6, opinions about the suggestions that Turkish teachers think can make the concept teaching process effective are given. When the data in the table are examined, it is seen that his views on the suggestions that are thought to make the concept teaching process effective emerged as four themes. The emerging themes were named as suggestions for teachers, suggestions for MoNE, suggestions for students, and suggestions for families. All stakeholders have various duties in the concept teaching process. Students encounter new concepts not only at school but also in all areas of life. Schools are institutions where concepts are taught consciously and systematically. Students shuttle back and forth between home and school because they are at the age of growing up. Parents at home and teachers at school are supporters of the concept teaching process. There are various duties and responsibilities on each side in this process. For this reason, it is important to control this process by taking into account the suggestions to make the concept teaching process effective. Some of the opinions of Turkish teachers about the suggestions that are thought to make the concept teaching process effective are presented below in the context of themes.

Teachers' opinions on the theme of suggestions for teachers:

Visuals and materials that can attract the attention of students should be used. Concept pools and concept maps can be used. Students should be included in the process and the learned concepts should

be applied in practice. For example; writing studies (composition, story creation, etc.), such as making prepared speeches (TT25).

The most important method that makes the concept teaching process effective is gamification. For this reason, I think that gamification activities should be emphasized (TT3).

The use of mind maps should be widespread, materials should be used frequently in lessons, concepts should be shown to students with animations, and students should be given the habit of keeping a dictionary (TT12).

Teachers' views on the theme of recommendations for MoNE:

I think that textbooks should be developed more in terms of teaching concepts (TT19)

Teacher's view on the theme of suggestions for students:

The individual who masters the rules of his own language does not have any difficulties in mastering foreign languages. Therefore, active tasks should be given to students in the concept teaching process and full learning should be ensured (TT17).

Teacher's view on the theme of suggestions for families:

It is important that concept teaching is gained through experience. I think that families also have important duties in this regard (TT2).

CONCLUSION, DISCUSSION AND SUGGESTIONS

People are open to learning new concepts in every field and period of life. Developing scientific, philosophical, artistic, medical and daily activities also reveal new concepts. Some of these concepts can be learned easily, while others require the support of someone else. Based on the findings obtained from this study, in which Turkish teachers' views on the concept teaching process were examined, the following conclusions were reached.

Turkish teachers stated that they carry out activities aimed at concretizing, conceptualizing, ensuring active participation of students, using materials, using digital contents, and transferring them to current life in the concept teaching process. In the concept teaching process, teachers are as active as students are. As a matter of fact, the task of teaching the concepts falls to the teacher. Teachers need to consider the readiness level of students in this process. When the opinions were examined, it was revealed that Turkish teachers gave importance to concretization while teaching the concepts. In their study, [Altıntaş and Altıntaş \(2008\)](#) determined that using concept maps in social studies course increased the academic success of students. [Aydoğan and Aydoğan \(2020\)](#) found that the activities programmed with the Scratch application prepared with Makey Makey are effective in teaching concepts and increase permanence in their research with children in need of special education.

In the study, Turkish teachers stated that they experienced student-related cognitive, developmental and affective difficulties, community-based difficulties, teacher-related difficulties and school-related difficulties during the concept teaching process. When these difficulties are examined, it is seen that student-based cognitive difficulties come to the fore. It is thought that the abstractness of concepts and concept teaching causes these difficulties. The fact that Turkish teachers give education to students at secondary school level and the age ranges of the students make concept teaching difficult. Secondary school students pass from the concrete operational stage to the abstract operational stage at this stage. However, since the transition to the abstract operational period is not fully realized, students tend to think concretely. The resulting opinions also support this result. The fact that students adopt the language and speech structure of the society they live in and that there are students with different mother tongues causes Turkish teachers to have difficulties in teaching concepts. Although teaching new concepts is difficult, changing existing concepts is more difficult for students. In their study, [Soylu and Memişoğlu \(2019\)](#) found that social studies teachers experienced problems such as lack of example and concretization in the concept teaching process, and concepts such as students' level.

The variety of materials used in the education and training process is effective in attracting students' attention. In the study, Turkish teachers stated that they used written-printed, technological, visual, graphical and operational materials in the concept teaching process. The use of materials with

different structures and qualities by Turkish teachers adds diversity and richness to the concept teaching process. Another remarkable point is that Turkish teachers use materials that appeal to more than one sense organ. As the number of sensory organs addressed in education and training activities increases, permanence also increases in direct proportion. Studies have revealed that people remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, and 80% of what they see and hear and say. When the sense of touch is added to these, it is stated that this rate increases up to 90%. When the materials used by Turkish teachers are examined, it is revealed that materials that appeal to different sensory areas are preferred. It is thought that materials that appeal to such various and different sensory areas in the teaching of abstract concepts are effective in concretizing the concepts and increasing permanence. [Temizkan \(2011\)](#) stated that visual materials (concept maps, concept cartoons, worksheets, graphic organizers, etc.) should be included frequently in the concept teaching process. [Tümkler \(2021\)](#), in his research, determined that social studies teacher candidates are inadequate in preparing graphic materials in the concept teaching process. There are also studies ([Erdem, 2020](#); [Erdem & Uzal, 2017](#); [Yeşil, 2006](#)) revealing that teachers cannot benefit from educational technologies and teaching materials sufficiently. [Çaycı \(2007\)](#) concluded that teaching with concept change texts is more effective than traditional concept teaching in students' learning of concepts.

Every new concept learned has a positive or negative effect on people. In the context of these effects, people adapt the concepts they have acquired to life. The concepts learned in the concept teaching process can emerge in a positive or negative way. Turkish teachers stated that the concept teaching process had reflections on students' cognitive and affective language development. As in the argument that language is a mirror of thought, the concepts in the minds of individuals are also reflected in the language from thoughts. In their research, [Liu and Hsieh \(2020\)](#) determined that teaching by concept is effective in increasing students' metaphorical awareness and competence.

Basic language skills are divided into four groups as listening, speaking, reading and writing ([MoNE, 2019](#)). The development of these skills contributes to the development of many skills such as self-expression, socialization and self-confidence. "Developing listening/watching, speaking, reading and writing skills" ([MoNE, 2019, p. 7](#)) is among the specific objectives of the Turkish Language Curriculum. For this reason, it is important to develop students' basic language skills. Turkish teachers stated that the concept teaching process improved the students' speaking, reading and writing skills the most. Speaking, reading and writing skills are skills that are suitable for observation. Direct observation of listening skill is more difficult than other language skills. The opinions of Turkish teachers also reflect this situation. The new concepts learned in the concept teaching process can be observed through speaking while students express themselves, they can be observed through writing during the transfer of students' thoughts to paper, or new concepts can be acquired through a read text. Every new concept learned is processed into people's vocabulary. With the accumulation of concepts, the vocabulary of individuals expands and develops. It emerges when it is needed by blending it with language skills. [Gündoğdu \(2012\)](#) determined that the acquisition of listening/watching and reading skills for concept teaching took place more in the 2005 Turkish Lesson Curriculum.

In order to make the concept teaching process effective, Turkish teachers; He made various suggestions for teachers, the Ministry of National Education, students and families. When the suggestions are examined, it is noteworthy that Turkish teachers mostly make suggestions for teachers. It is thought that the concept teaching process is based on transference, which reveals this situation. As a matter of fact, the usual stereotypical concepts are used in the family or social environment. The support of someone else may be necessary for concepts that cannot be understood in printed materials. On the other hand, it can be very difficult for students to make sense of the concepts on their own before they reach a certain maturity. All these situations increase the role and responsibility of teachers in the concept teaching process. With the support of teachers, the concept teaching process can be more efficient. Factors such as teachers' activities inside and outside the classroom, oral and written expressions, vocabulary, and the materials they use in the lesson enrich the concept teaching process.

When the research results were examined as a whole, it was concluded that concretization was effective in the concept teaching process. Teachers come to the fore in concretizing the concepts. Concept teaching is a situation that is directly or indirectly related to all courses. It is not a correct

approach to associate only with Turkish lessons. However, the structure of the Turkish course, it's being a mother tongue course, and the fact that it contains basic language skills increase the effect of Turkish course and Turkish teachers in the concept teaching process.

- Research data were collected by qualitative method based on teacher opinions. Different studies can be done with quantitative or mixed method.
- It has been determined that the 2005 Turkish Language Curriculum has been examined in terms of concept teaching. It would be beneficial to examine the 2018 Turkish Language Curriculum in terms of concept teaching.
- In the literature review, when domestic and foreign academic studies were examined, it was determined that there was no scale for concept teaching. A scale development study can be done for concept teaching.
- This research data was conducted at the secondary school level. Similar studies can be carried out at other educational levels.
- Conducting a study dealing with the views of different branch teachers on concept teaching will provide researchers with the opportunity to compare.

Türkçe Öğretmenlerinin Kavram Öğretimi Sürecine İlişkin Görüşlerinin Değerlendirilmesi

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Özet

Dil, kavramlar üzerine kuruludur. Kavramlar ise dil ile beslenmektedir. Ana dilin kavramları bilinmeden dilde ilerleme ve gelişmenin olması güçtür. Gerek sosyal gerek akademik yaşamda bireylerin disiplin alanına giren bir dil ve dile ait sözcük, terim ve kavramların; konuşma, yazma, anlama, dinleme boyutlarında doğru ve yerinde olacak bir şekilde kazanıma sahip olması önemlidir. Türkçe öğretiminin temel yapı taşlarından birisi bireylerin kavram dünyalarını geliştirmektir. Türkçe öğretimi ile bireylerin sözcük dağarcığı gelişmekte ve güncellenmektedir. Kavram öğretimi açısından Türkçe öğretimi ayrı bir yer tutmaktadır. Bu araştırmanın amacı Türkçe öğretmenlerinin kavram öğretimi sürecine ilişkin görüşlerini değerlendirmektir. Araştırma nitel araştırma yönteminin olgubilim modeli ile yürütülmüştür. Araştırmanın çalışma grubu maksimum çeşitlilik örnekleme yöntemi ile belirlenmiştir. Bu bağlamda 2021 yılında Mardin il sınırları içinde farklı ilçe ve okullarda görev yapmakta olan 11'i kadın, 15'i erkek 26 Türkçe öğretmeni ile görüşmeler yapılmıştır. Araştırmanın veri toplama aracını iki bölüm ve altı sorudan oluşan yarı yapılandırılmış görüşme formu oluşturmaktadır. Verilerin analizinde içerik analizi tekniği kullanılmıştır. Analiz edilen görüşler tema ve kodlara ayrılmıştır. Kodlamalar arası uyum yüzdesi ise .90 olarak tespit edilmiştir. Araştırma bulguları sonucunda Türkçe öğretmenlerinin kavram öğretimi sürecinde; somutlaşturmaya önem verdiği, öğrenci kaynaklı bilişsel zorlukların ön plana çıktığı, farklı yapıda ve nitelikte materyaller kullanıldığı sonucuna ulaşılmıştır. Ayrıca kavram öğretimi sürecinin öğrencilerin bilişsel ve duyuşsal açıdan dil gelişmelerine yönelik yansımaları olduğu ve öğrencilerin en fazla konuşma becerisini etkilediği ulaşılan sonuçlar arasındadır. Araştırma sonuçları bir bütün olarak incelendiğinde kavram öğretimi sürecinde somutlaştırmanın etkili olduğu sonucuna ulaşılmıştır. Kavramların somutlaştırılmasında ise öğretmenler ön plana çıkmaktadır. Kavram öğretimi, tüm derslerle doğrudan ya da dolaylı olarak ilişkili bir durumdur. Sadece Türkçe dersiyle ilişkilendirmek doğru bir yaklaşım değildir. Fakat Türkçe dersinin yapısı, ana dil dersi olması ve temel dil becerilerini bünyesinde barındırması Türkçe dersinin ve Türkçe öğretmenlerinin kavram öğretimi sürecindeki etkisini arttırmaktadır.

Anahtar Kelimeler: Eğitim, Türkçe eğitimi, Kavram öğretimi, Türkçe öğretmenleri

Önerilen Atıf

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**E-Uluslararası
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Genişletilmiş Özet

Problem: İnsanın çocukluktan yaşlılığa kadar bütün öğrenme süreçlerinde önemli bir yer tutan kavramlar, okullarda yürütülen öğretim programlarının da önemli bir ayağını oluşturmaktadır (Çetinel, 2019). Zira toplumlar üyelerinin (çocuklarının) öğrenmelerini rastlantıya, deneme yanılmaya bir başka deyişle informale bırakmak istemezler. Zaten eğitim sistemleri de tam olarak bunu yapmaya çalışır. Çocuğa kazandırılması gereken birçok bilgi ve beceri vardır (Toprakçı, 2016). Ancak özellikle dil eğitimi daha bir önemlidir. Bu yüzden öncelikle kendi dillerini öğretirler ve sonraki öğrenmeler de bu öğrenmeler üzerine inşa edilerek devam eder. Türk toplumu da Türkçe eğitimi ile bunu gerçekleştirmeye çalışır. Tüm öğretim kademlerinde doğrudan kavram öğretimi şeklinde bir ders olmamakla birlikte Türkçe dersinde sesler ve sıfatlar konusu, farkındalığın oluşması; matematik dersinde rakam, sayı, miktar, uzamsal kavramlar, bazı zıt kavramlar; görsel sanatlar dersi, fen bilgisi dersi gibi derslerde de bazı nesne isimlerinin verilmesinin kavram öğretimi çerçevesinde verildiği ifade edilmektedir (Melekoğlu, 2021). Ancak her ne kadar kavram öğretimi için bu faaliyetler yürütülse dahi yine de öğrencilerin gerek sosyal süreçlerinde gerekse de akademik süreçlerinde kavram yanılgılarına sahip oldukları bilinmektedir. Öğrencileri sahip oldukları bu kavram yanılgılarından arındırmak ve akademik başarının artırılması amacı ile etkin kavram öğretimini sağlayabilmek için eğitimcilerin pek çok teknik, grafik, materyal gibi uygulama ve araç gereci kullanmaktadır.

Gerek sosyal gerek akademik yaşamda bireylerin disiplin alanına giren, bir dil ve dile ait sözcük, terim ve kavramların konuşma, yazma, anlama, dinleme boyutlarında doğru ve yerinde olacak bir şekilde kazanıma sahip olması önemlidir. Her disiplinin kendi sınırları çerçevesinde bu duruma katkı sağlamaya çalıştığı söylenebilir. Ancak belki de bu katkının ziyadesi ile dil eğitimi ve öğretimi disiplinlerinden geldiği söylenebilir. Bu temelde okullarda okutulan Türkçe dersinin önemi daha da belirginleşmektedir. Türkçe Dersi Öğretim Programı, öğrencilerin hayat boyu kullanabilecekleri dinleme/izleme, konuşma, okuma ve yazma ile ilgili dil becerilerini ve zihinsel becerileri kazanmaları, bu becerileri kullanarak kendilerini bireysel ve sosyal yönden geliştirmeleri, etkili iletişim kurmaları, Türkçe sevgisiyle, istek duyarak okuma ve yazma alışkanlığı edinmelerini sağlayacak şekilde bilgi, beceri ve değerleri içeren bir bütünlük içinde yapılandırılmıştır. Bununla beraber Türkçe Dersi Öğretim Programı; dil becerilerinin ve yeterliliklerinin geliştirilmesini, diğer tüm alanlarda öğrenme, kişisel ve sosyal gelişme ile mesleki becerileri edinmenin ön şartı olarak kabul etmektedir (MEB, 2019). Bireyin tüm yaşam alanlarını etkileme gücüne sahip olduğu görülen Türkçe dersinde kavram öğretim süreçlerinin bilinmesi elzemdir. Bu çalışmanın amacı Türkçe öğretmenlerinin kavram öğretimi sürecine ilişkin görüşlerini değerlendirmektir. Bu amaçtan hareketle aşağıdaki alt amaçlara cevap aranmıştır.

1. Kavram öğretimi sürecinde ne tür etkinlikler yapmaktasınız?
2. Kavram öğretimi sürecinde zorlandığınız durumlar nelerdir?
3. Kavram öğretimi sürecinde kullandığınız materyaller nelerdir?
4. Kavram öğretimi sürecinin öğrencilerinizin dil gelişimine yansımaları nelerdir?
5. Kavram öğretimi sürecinin öğrencilerinizin en fazla hangi dil becerisini geliştirdiğini sebebiyle açıklar mısınız?
6. Kavram öğretimi sürecini etkili kılabileceğini düşündüğünüz önerileriniz nelerdir?

Yöntem: Bu çalışmada nitel araştırma yönteminin olgubilim modeli kullanılmıştır. Olgubilim modelinde olaylar, durumlar, kavramlar ve algılarla ilgili derinlemesine bilgi elde etmek amaçlanmaktadır (Yıldırım & Şimşek, 2018). Olgubilim modelinde bireylerin bir konu hakkındaki deneyimleri derinlemesine incelenmeye çalışılmaktadır (Johnson, 2000; Smith & Eatough, 2007). Kavram öğretimi süreci ile ilgili Türkçe öğretmenlerinin deneyimleri derinlemesine araştırılmak amaçlandığı için bu araştırma olgubilim modeli ile yürütülmüştür.

Araştırmanın çalışma grubunu Mardin ilinin Artuklu, Kızıltepe ve Derik ilçelerine bağlı merkez ve köy ortaokullarda görev yapmakta olan 26 Türkçe öğretmeni oluşturmaktadır. Araştırmada örnekleme olarak maksimum çeşitlilik örnekleme yöntemi kullanılmıştır. Çalışma grubunu oluşturacak Türkçe öğretmenlerinin belirlenmesinde cinsiyet, mezuniyet durumu, hizmet yılı, en çok görev yapılan yerleşim yeri çevresi ve kurumun bulunduğu sosyoekonomik çevre değişkenleri çeşitlilik kaynağı olarak ele alınmıştır.

Araştırmada veri toplama aracı olarak iki bölümden oluşan yarı yapılandırılmış görüşme formu kullanılmıştır. Formun birinci bölümünde çalışma grubunun demografik verilerine ilişkin “Kişisel Bilgi Formu” yer almaktadır. Kişisel Bilgi Formu’nda araştırmacının amacına ilişkin açıklamalarla birlikte demografik beş soru yer almaktadır. Formun ikinci bölümünde ise altı açık uçlu sorudan oluşan yarı yapılandırılmış görüşme formu yer almaktadır. Görüşme formu hazırlanırken Türkçe eğitimi alan uzmanlarından, eğitim programı ve öğretim alan uzmanlarından ve Türkçe öğretmenlerinden görüş alınmıştır.

Araştırmacının yürütülebilmesi için gerekli izinler alındıktan sonra Mardin ilinin Artuklu, Kızıltepe ve Derik ilçelerine bağlı merkez ve köy ortaokullarına gidilerek bu okullarda görev yapmakta olan Türkçe öğretmenleri ile görüşülmüş, araştırmacının amacı ve uygulama basamaklarına ilişkin açıklamalar yapılmıştır. Araştırmada gönüllülük esası gözetilerek araştırmaya katkıda bulunmak isteyen Türkçe öğretmenlerine görüşme formları matbu olarak sunulmuştur. Yapılan görüşmeler 30-50 dakika aralığı ile sınırlı tutulmuştur. Görüşme esnasında araştırmaya ve görüşme formuna yönelik sorularla ilgili açıklamalar yapılmıştır.

Araştırma verilerinin analizinde içerik analizi tekniği kullanılmıştır. İçerik analizi tekniğinde elde edilen verileri açıklayacak kavramlara ve ilişkilere ulaşılması amaçlanmaktadır. Verilerin analizi araştırmacılar tarafından birlikte yapılarak tema ve kodlar ortaya çıkartılmıştır. Araştırmacılar tarafından ortaya çıkartılan tema ve kodlar tablolar hâline getirilmiştir. Ortaya çıkan tema ve kodlar araştırmadan bağımsız başka bir alan uzmanına da sunularak görüş alınmıştır. Veri kodlaması yapılırken kodlamalar arası tutarlılığın hesaplanması için Miles ve Huberman (1994) tarafından geliştirilen “Uyuşum Yüzdesi Formülü” kullanılmıştır.

Araştırmada geçerlik ve güvenilirliğin sağlanması için alanyazında belirtilen öneriler dikkate alınmıştır (Creswell, 2020; Yıldırım & Şimşek, 2018; Merriam, 2009; Shenton, 2004). Nitel araştırmalarda toplanan verilerin detaylı olarak analiz edilmesi ve araştırmacıların sonuçlara nasıl ulaştıklarını açıklamaları geçerliğin önemli ölçütleri arasında yer almaktadır (Yıldırım & Şimşek, 2018). Araştırma için Türkçe öğretmenlerinden derinlemesine veri toplanmaya çalışılmıştır. Aynı ildeki farklı ilçe ve okullardaki Türkçe öğretmenleri ile görüşülmüştür. Bu şekilde veri çeşitlenmesi sağlanmaya çalışılmıştır. Araştırmaya gönüllü olarak katılımda bulunan 26 Türkçe öğretmeninden 78 sayfalık veri elde edilmesi, derinlemesine veri toplandığını göstermektedir. Öğretmen görüşlerinden doğrudan alıntılara yer verilmesi, görüşme formlarının dijital ortama aktarılarak saklanması ve araştırma sürecinde alan uzmanlarından görüş alınması geçerlik ve güvenilirliğin sağlanması için alınan önlemlerdir.

Sonuçlar: Türkçe öğretmenleri kavram öğretimi sürecinde somutlaştırmaya, kavramsallaştırmaya, öğrencilerin aktif katılımını sağlamaya, materyal kullanmaya, dijital içerikler kullanmaya ve güncel yaşama transfer etmeye yönelik etkinlikler yaptıklarını ifade etmişlerdir. Kavram öğretimi sürecinde öğrenciler aktif olduğu kadar öğretmenler de aktiftir. Nitekim kavramları öğretme görevi öğretmene düşmektedir. Öğretmenlerin bu süreçte öğrencilerin hazır bulunuşluk seviyesini göz önünde bulundurması gerekmektedir. Öğretmen görüşleri incelendiğinde Türkçe öğretmenlerinin kavramları öğretirken somutlaştırmaya önem verdiği ortaya çıkmıştır.

Araştırmada Türkçe öğretmenleri kavram öğretimi sürecinde öğrenci kaynaklı bilişsel, gelişimsel, duyuşsal zorluklar, toplum kaynaklı zorluklar, öğretmen kaynaklı zorluklar ve okul kaynaklı zorluklar yaşadıklarını belirtmişlerdir. Bu zorluklar incelendiğinde öğrenci kaynaklı bilişsel zorlukların ön plana çıktığı görülmektedir.

Araştırmada Türkçe öğretmenleri kavram öğretimi sürecinde yazılı-basılı, teknolojik, görsel, grafiksel ve eylemsel materyaller kullandıklarını belirtmişlerdir. Türkçe öğretmenlerinin farklı yapıda ve nitelikte materyaller kullanılması kavram öğretimi sürecine çeşitlilik ve zenginlik katmaktadır. Bir diğer dikkat çekici husus ise Türkçe öğretmenlerinin birden fazla duyu organına hitap eden materyaller kullanması olmuştur.

Kavram öğretimi sürecinde öğrenilen kavramlar olumlu ya da olumsuz bir biçimde ortaya çıkabilmektedir. Türkçe öğretmenleri kavram öğretimi sürecinin, öğrencilerin bilişsel ve duyuşsal açıdan dil gelişimlerine yönelik yansımaları olduğunu belirtmişlerdir. Dil düşüncenin aynasıdır savında olduğu gibi bireylerin zihinlerindeki kavramlar da düşüncelerden dile yansımaktadır.

Türkçe öğretmenleri kavram öğretimi sürecinin öğrencilerin en fazla konuşma, okuma ve yazma becerilerini geliştirdiğini belirtmişlerdir. Konuşma, okuma ve yazma becerileri gözlemlenmeye uygun yapıdaki becerilerdir. Dinleme becerisinin doğrudan gözlenmesi ise diğer dil becerilerine oranla daha zordur. Türkçe öğretmenlerinin görüşleri de bu durumu yansıtmaktadır.

Kavram öğretimi sürecini etkili kılmaya yönelik olarak Türkçe öğretmenleri; öğretmenlere, Millî Eğitim Bakanlığına, öğrencilere ve ailelere yönelik çeşitli önerilerde bulunmuştur. Öneriler incelendiğinde Türkçe öğretmenlerinin en çok öğretmenlere yönelik önerilerde bulunması dikkat çekmektedir. Kavram öğretimi sürecinin aktarıma dayalı olmasının bu durumu ortaya çıkardığı düşünülmektedir. Nitekim aile ortamında veyahut sosyal çevrede alışlagelen kalıp kavramlar kullanılmaktadır. Basılı materyallerde anlaşılabilen kavramlar için başkasının desteği gerekli olabilmektedir. Öğrencilerin ise belli bir olgunluğa gelmeden kavramları tek başlarına anlamlandırması epey güç olabilmektedir. Tüm bu durumlar kavram öğretimi sürecinde öğretmenlerin rolünü ve sorumluluğunu arttırmaktadır. Öğretmenlerin desteği ile kavram öğretimi süreci daha verimli geçebilmektedir. Öğretmenlerin sınıf içinde ve dışında yaptıkları etkinlikler, sözlü ve yazılı ifade biçimleri, söz dağarcıkları, derste kullandıkları materyaller gibi etmenler kavram öğretimi sürecini zenginleştirmektedir.

Araştırma sonuçları bir bütün olarak incelendiğinde kavram öğretimi sürecinde somutlaştırmanın etkili olduğu sonucuna ulaşılmıştır. Kavramların somutlaştırılmasında ise öğretmenler ön plana çıkmaktadır. Kavram öğretimi, tüm derslerle doğrudan ya da dolaylı olarak ilişkili bir durumdur. Sadece Türkçe dersiyle ilişkilendirmek doğru bir yaklaşım değildir. Fakat Türkçe dersinin yapısı, ana dil dersi olması ve temel dil becerilerini bünyesinde barındırması Türkçe dersinin ve Türkçe öğretmenlerinin kavram öğretimi sürecindeki etkisini arttırmaktadır.

Öneriler: Bu araştırma sonuçlarından hareketle çalışmaya ve araştırmacılara yönelik aşağıdaki önerilerde bulunmaktadır.

- 2005 Türkçe Dersi Öğretim Programı'nın kavram öğretimi açısından incelendiği tespit edilmiştir. 2018 Türkçe Dersi Öğretim Programı'nın da kavram öğretimi açısından incelenmesinde fayda vardır.
- Yapılan alanyazın taramasında yerli ve yabancı akademik çalışmalar incelendiğinde kavram öğretimine yönelik bir ölçeğin olmadığı tespit edilmiştir. Kavram öğretimine yönelik bir ölçek geliştirme çalışması yapılabilir.
- Bu araştırma verileri ortaokul kademesinde yürütülmüştür. Diğer eğitim kademelerinde benzer çalışmalar yapılabilir.
- Kavram öğretimine ilişkin farklı branş öğretmenlerinin görüşlerini ele alan bir çalışmanın yapılması araştırmacılara karşılaştırma imkânı sağlayacaktır.

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