

**İLKÖĞRETİM PROGRAMLARININ TEMEL ÖZELLİKLERİ VE İLKÖĞRETİM  
PROGRAMLARINDAKİ EĞİLİMLER**  
**BASIC FEATURES OF PRIMARY SCHOOL PROGRAMS AND TRENDS IN  
PRIMARY SCHOOL PROGRAMS**

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**ÖZ**

Bu çalışmada ilkokul programlarının temel özellikleri ve ilkokul programlarındaki eğilimler araştırılmıştır. Araştırmada kaynak tarama yöntemi kullanılmıştır. İlköğretim programlarında sırasıyla; 1924 İlkokullar Müfredat Programı, 1926 İlkokul Programı, 1936 İlkokul Programı, 1948 İlkokul Programı, 1968 İlkokul Programı, 1997 İlköğretim Programı, 2005 İlköğretim Programı, 2015 İlköğretim Programı ve 2018 İlköğretim Programı. Araştırmanın ikinci bölümünde ilkokul programlarındaki eğilimler incelenmiştir. OECD ülkeleri, değişimi etkileyen güçler, eğitimdeki eğilimler, eğitim sistemindeki eğilimler, eğitim ortamlarındaki eğilimler, Türkiye ve dünyadaki eğilimler anlatıldı. Araştırmadan elde edilen bulgular sonucunda geçmişten günümüze teknolojinin gelişmesine rağmen başarı oranında azalma olduğu görülmüştür. Cumhuriyetle birlikte alfabe değiştirildi ve dolayısıyla okuma-yazma oranı arttı. Daha sonraki dönemlere baktığımızda 1936, Milliyetçiliğin daha ön planda olduğu bir programdır. 1948 programında Wafford'un görüşlerine önem verildi. Bloom'un Taksonomisinden 60'lı yıllarda bahsedilmiştir. 1997 programında İlkokul ve Ortaokullar birleştirilerek; Bunun ilköğretime dönüştürülmesi önemlidir. 2005 Programı yapılandırmacıdır. Ara disiplin yoktur. Helisite önemlidir. 2013 programına bakıldığında yapılandırmacılık unutulmuştur. 2017 programında Çoklu Zekâ teorilerinden çokça bahsedildiği görülüyor. Trendler sosyal etkinlik ve programlar çerçevesinde ortaya çıkmıştır.

**Anahtar Kelimeler:** Eğitim, program, eğilim

**ABSTRACT**

In this study, the basic features of primary school programs and trends in primary school programs were investigated. In the study, the source scanning method was used. In primary school programs, respectively; 1924 Primary Schools Curriculum Programme, 1926 Primary School Programme, 1936 Primary School Programme, 1948 Primary School Programme, 1968 Primary School Programme, 1997 Primary Education Programme, 2005 Primary Education Programme, 2015 Primary Education Programme and 2018 Primary Education Programme. In the second part of the study, trends in primary school programs were examined. OECD countries, forces affecting change, trends in education, trends in the education system, trends in educational environments, trends in Turkey and the world were explained. As a result of the findings obtained from the study, there has been a decrease in the success rate despite the development of technology from past to present. With the Republic, the alphabet was changed and thus the literacy rate increased. Looking at later times, 1936 is a program in which Nationalism was more at the forefront. In the 1948 program, Wafford's views were given importance. Bloom's Taxonomy was mentioned in the 60s. In the 1997 program, Primary and Secondary Schools were combined; It is important to change it to primary education. The 2005 Program is constructivist. There is no intermediate discipline. Helicity is important. When it is looked at the 2013 program, constructivism has been forgotten. It is seen that the 2017 program talks a lot about Multiple Intelligence theories. Trends have emerged within the framework of social events and programs.

**Key words:** Education, Program, Trend.

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## 1. BASIC FEATURES OF PRIMARY SCHOOL PROGRAMS

### 1924 Primary Schools Curriculum Programs

With Tevhid-i Tedrisat, all educational institutions were gathered under the Ministry of Education and the unification of education was ensured. Cycles were eliminated and the education period was reduced to five years. The program is organized separately for male and female students. Very few different courses were included, mostly the meaning and importance of the Republic was touched upon, and no relationship was established between the courses. No specific objectives were included, and it was a transition program that dealt with recent history (Gelen and Beyazıt, 2014).

After the Education Congress held in 1921 during the War of Independence, the First Scientific Committee Congress was held between 15 July and 15 August 1923. The congress focused on the structure and functioning of primary schools and how post-primary education should be directed. 26 articles were discussed at the congress. There was a distinction between school students and madrasah students. II. Primary education, which was increased to 6 years during the Constitutional Monarchy, was reduced to 5 years. A uniform program was prepared and books were printed. John Dewey was invited, and the report Dewey presented contributed to the development of primary school programs. It is considered as a transition program to the Republic (Oral and Yazar, 2017).

### 1926 Primary School Program

It is the most comprehensive first program of the Republic period. The most important feature of the program is that it introduces the Collective Tedris application. A relationship between courses has been established, and the education period, which has been reduced to five years, has been divided into two cycles. It is accepted that the student's personal interest should be taken into account and that emphasis should be placed on job training. The purpose of each course, the tools and equipment to be used in teaching, and the outline of the technique and method are outlined. Learning by doing is included in this program (Gelen and Beyazıt, 2014).

It is the first comprehensive program of the Republican Era. The 1926 Program is a mass education program designed for children, based on the principles of the immediate environment. In 1926, the "Primary School Curriculum Program" was prepared based on the needs of the country at that time, the characteristics of children and the modern

understanding of education and training in the world. The 1926 program is important in that it was prepared according to the basic principles on which today's programs are based. 5-class primary school, 1st-2nd-3rd grades. grades and 4th-5th grades. It is divided into classes. Since it was prepared for the whole country, it was difficult to implement it in village schools. Therefore, in 1930, the "Village Schools Curriculum Program" was prepared based on this program. Another important feature of the program is that with the adoption of the Latin Alphabet in 1928; It is the translation of the program prepared in Ottoman Turkish in 1930 into Turkish. It was aimed to increase the literacy rate, which is around 10% (Oral and Yazar, 2017).

### **1936 Primary School Program**

Social, natural and technical changes that have occurred in recent years have been added and eliminating ignorance has been determined as education policy. In the program prepared under the influence of the educational views of the single and ruling party of the time, it was aimed to raise "Strong Republican, nationalist, populist, statist, secular and revolutionary" citizens who were characterized by the six arrows of the party. It is also aimed for the school to support the efforts to popularize national history and to make the Turkish language a national language (Akyol, 2006). The principles that should be taken into consideration were expanded in the 1936 program and determined in a way that would not allow any misunderstanding or interpretation (Gelen and Beyazıt, 2014).

After 10 years of implementation of the 1926 Program, it was seen that a new program was necessary in line with the needs of the period. Nationalism was a pioneer in the preparation of the program. Adoption of the republican regime and democracy are also important. An important feature of the 1936 program is that it determined the educational principles of primary school for the first time. Some of the principles are as follows: (Balci, Coşkun ve Tamer, 2012).

- Primary school is a national educational institution.
- All principles should be designed to develop national culture and purpose.
- Primary school is a small part of society and child-environment relations should be organized accordingly.

- Students should be given opportunities to develop their thinking and reasoning skills.

- Activities that will increase curiosity in learning should be provided.

In addition, the First National Education Council convened on 17-29 July 1939. It was decided to increase the teaching period to 5 years in village schools with 3 classes and one teacher and it came into force in 1940 (Oral and Yazar, 2017).

### **1948 Primary School Program**

Before the 1948 program, two types of programs were implemented in primary schools in Turkey. The 1936 program was implemented in city primary schools, and the "Village Schools Curriculum Program" issued in 1930 was implemented in villages. With the 1948 program, a genuine and concrete National Education Program was created in accordance with the social needs of the nation, environmental conditions and the demands of the century we live in, and the general objectives are very heavy and cannot be achieved within the primary education period. Learning has been accepted as a 'mental action', and the affective and kinesthetic dimensions of learning have been neglected (Gelen and Beyazıt, 2014).

There were discussions about whether having separate programs in village schools and city schools would ensure equality of opportunity and social cohesion. The draft was prepared in 1945. It is one of the longest-running programs. The general aims of Turkish National Education are grouped in four groups: social, personal, human relations and economic life. It is thought to be a heavy program. While today's achievements are measured by student behavior, in this program the teacher is taken as the basis for each course (Akbilek ve Kırbaş, 2018). The "Curriculum Program" prepared at the desk until the 1950s was effective. After the 1950s, the "Educational Program" became effective. In particular, K.V. Wafford, who came to village schools and made observations in 1952. Wofford's reports were influential (Oral and Yazar, 2017).

### **1968 Primary School Program**

Before the 1968 primary school program was put into practice, it was tested and developed in 250 primary schools for 5 years. After a long trial period and evaluations, the program was put into practice in the 1968-1969 academic year. Taking into account the

regional characteristics of the country, taking into account the conditions of the day and reflecting these in the draft, and developing the program have been determined as priorities. The most important difference is VII. In addition to the "Goals of Turkish National Education" determined in the National Education Council, it also included more specific and detailed expressions for the goals of primary education and the principles of primary school education. In meeting the basic learning needs of individuals, targets are determined not only in the cognitive field but also in the affective and psychomotor fields (Gelen and Beyazıt, 2014).

The most important feature of the program is that it has been tested for 5 years. There is no such planned program today or in the past. In the classification of objectives in program development, the Benjamin Bloom Taxonomy began to be implemented in America in the 1960s and a group of 25 teachers who went to America took an active role in program development, which differentiated the structure of the new program (Oral and Yazar, 2017).

### **1997 Primary Education Program**

After the 1968 primary school program, instead of developing a general program, some changes were made in the program of each course according to need. The duration of basic education was increased from five to eight years and it was envisaged to make basic education more quality and consistent. The terms "primary school" and "secondary school" were replaced by It was changed to "primary school". Following the implementation of eight years of uninterrupted primary education in 1997, the Ministry of National Education prepared a new primary education program. 1998 curriculum behaviorAccording to the memorialist approach, it has been prepared in a structure that generally has the characteristics of a framework curriculum. In this regard, the units have been determined as main items to meet common needs across the country. However, details are included in the units deemed necessary to be limited. Determining other details required by the environment and grade level is left to the teachers and students. In units; There is no obligation to follow exactly the units, subjects and order of the units in the curriculum. It has been stated that subjects that are not encountered in the environment or that cannot be examined at school can be excluded from the units to be examined. It has been stated that topics and units that are not shown in the curriculum but need to be addressed in terms of environmental aspects can be added. This curriculum includes learning and teaching

activities, methods, resources, videotapes, and measurement and evaluation that were not included in the previous curriculum (Şahin, 2009).

### **2005 Primary Education Program**

In the 2005 Turkish program, activity examples are presented under the title 'Activity Examples' for many achievements. Among these examples, there are not a few examples that suggest raising the student from the passive receiver position to the active maker position. However, these constitute a very low rate considering the number of achievements. In the Massachusetts program, an example of an activity is presented for almost every achievement. All of these examples are designed with an understanding that elevates the student to an active constructive position (Aydın, 2017).

The 2005 Turkish Course Curriculum, which does not take into account Bloom's gradual classification approach, organized the achievements with a rather arbitrary understanding and moved many achievements from class to class with the 'copy-paste' process. However, despite the arbitrariness and repetition in the achievements, the achievements of the 2005 program refer to a static teaching-learning process. For example, no reference was made to the preliminary learning required for an outcome in any class. However, it should be emphasized that the learning standards of the Massachusetts program are only recommendations and do not cover everyone; The Massachusetts program, which gives extreme flexibility to teachers, did not draw clear boundaries for children and organized most learning standards as a continuation of each other across grade levels. During the transitions between classes, notes were made saying 'if the previous achievement was given sufficiently', and it was meticulously emphasized that these practices and evaluations would not cover everyone and that they should be evaluated at the local level. In order to guide the teaching-learning process in the 2005 Turkish Program, a 'Guide' was included at the end of the program, but separately from the program. In the 2005 Turkish curriculum, a single method called "sound-based sentence method" is imposed in teaching primary reading and writing, and "cursive italic handwriting" is imposed in teaching writing. The 2005 Turkish teaching syllabus is not even familiar with the reality of a phenomenon such as "the development of cause-effect relationships in children". For example, one of the "reading comprehension" achievements of the first grade is this: "They establish cause and effect relationships when they read

(MEB, 2005)." Another achievement of the same class regarding the skill in question is as follows:

"When they read, they answer the questions of what, where, when, how, why and who (5W 1K) (MEB, 2005)." One of the "reading comprehension" achievements of the second grade is "Identifies the main idea of what you read (MEB, 2005: 57)." (Çebi and Durmuş, 2012).

### **2015 Primary Education Program**

To improve their oral communication, reading and writing skills, to ensure that they use Turkish consciously, correctly and carefully in accordance with the rules of speaking and writing. To develop thinking, understanding, sorting, classifying, questioning, establishing relationships, criticizing, estimating, interpreting, analyzing-synthesizing and evaluating skills. Based on what they read, listen to and watch, to reach the pleasure and awareness of language by enriching their vocabulary; to enable them to develop their feelings, thoughts and imagination, to gain the love and habit of reading and writing, to enable sixth feeling to express their feelings and thoughts and their opinions or thesis on a subject in an effective and understandable way verbally and in writing. Scientific, constructive, critical and creative thinking, to develop basic skills such as expression, communication, collaboration, problem solving and entrepreneurship. To develop the skills of researching, discovering, interpreting and structuring information in the mind. To develop the skills of accessing, using and producing information from printed materials and multi-media sources. Multi-media to enable them to question what is conveyed in their environment, to ensure their personal, social and cultural development, to ensure that they attach importance to national, spiritual, moral, historical, cultural, social, aesthetic and artistic values; to strengthen their national feelings and thoughts and to enable them to recognize national and universal values through works of Turkish and world culture and art (MEB, 2015).

### **2018 Primary Education Program**

Curriculums have been prepared based on the "General Objectives of Turkish National Education" and the "Basic Principles of Turkish National Education" stated in Article 2 of the Basic Law of National Education No. 1739. All studies carried out through

education and training programs; It aims to achieve the following objectives in a complementary manner at pre-school, primary and secondary education levels:

1. To support the healthy development of students who have completed pre-school education in physical, mental and emotional areas, taking into account their individual development processes,

2. Students who complete primary school have self-confidence and self-discipline within the framework of moral integrity and self-awareness, in accordance with their developmental level and their own individuality, have acquired basic level verbal, numerical and scientific reasoning, social skills and aesthetic sensitivity that they will need in daily life, and can use them effectively.

3. To ensure that students who complete secondary school become individuals who have adopted national and moral values by developing the competencies they gained in primary school, who use their rights and fulfill their responsibilities, and who have acquired basic level skills and competencies expressed in the "Turkish Qualifications Framework" and also in discipline-specific areas.

4. Students who complete high school, by improving the competencies they gained in primary and secondary school, have adopted national and spiritual values and transformed them into a lifestyle, contributing to the economic, social and cultural development of our country as productive and active citizens, expressed in the "Turkish Qualifications Framework" and also in discipline-specific areas. To ensure that they are individuals who have acquired basic level skills and competencies and are ready for a profession, higher education and life in line with their interests and abilities (MEB, 2018).

## **2. WITH THE ORIENTATION IN PRIMARY SCHOOL PROGRAMS**

### **OECD Countries**

OECD has 20 founding members (USA, Austria, Canada, France, Netherlands, Luxembourg, Germany, Italy, UK, Belgium, Denmark, Ireland, Greece, Switzerland, Sweden, Spain, Iceland, Norway, Portugal and Turkey). OECD is an international economic organization that can be translated as Organization for Economic Co-operation and Development. When the forces affecting change are examined, it is seen that these are globalization, population and information-communication technologies. This force is



expressed as "the increasing integration of the economy, especially trade and finance, in the world". This definition, which mostly emphasizes the economic dimension of globalization, limits the concept of globalization. As a matter of fact, Ulrich Beck states that, from a more comprehensive perspective, globalization includes dimensions such as communication technologies, ecology, economy, work organization, culture and contemporary life (Leonie, 2008). Globalization of economies and the rise of Asia's economy are one of the important trends of the 21st century (Stewart, 2014).

## **Population**

One of the multidimensional forces driving change is population. Changes in the distribution of the population by age groups significantly affect all categories of government expenditures, especially social security, public health and education. In terms of population, migrations are an important trend affecting population size. This situation confronts educators with a student population that has different needs than in previous years (Leonie, 2008). For example, since 1990, more than 3 million people in China, India and Russia have migrated from closed economies to countries with global economies (Stewart, 2014).

## **Information and communication technologies**

Another force that accelerates change is information and communication technologies. Information and communication technologies, which emerged with the discovery of the computer 50 years ago, attracted more attention and became used with the participation of the internet (Leonie, 2008).

## **Trends in Education**

Education is a long-term investment; At the same time, education faces constant pressure from social and economic change. This situation forces educators and decision makers to plan for the future. In its report, OECD (2008) discusses the multifaceted trends shaping education under the following headings:

### **1. Aging of OECD Countries**

- Decrease in the number of children
- Increased lifespan
- Change in age structures

## **2. Global Issues**

- Crowding of the planet
- .International division of wealth and poverty
- Migration of the population
- Emergence of global threats to the environment

## **3.New Economic Formations**

- Formation of the global economy
- Formation of knowledge-intensive service economies

## **4. Changes in the Business and Working World**

- .Work becomes less dominant in life
- .Participating in the labor market with less confidence
- Increased participation of women in business life

## **5. Learnmost society**

- Educational gains
- Increased investment in education
- Global education patterns – inequalities and student flows

## **6. Information Communication Technologies: The Next Generation**

- Realization of the digital revolution
- Expansion of the web
- Towards Web 2.0

## **7. Citizenship and State**

- Change in the form of political participation
- .Role of the welfare state – smaller state

## **8. Social Connections and Values**

- Living in more diverse families

- Less social interaction
- Evolving values state

### **9. Sustainable Wealth**

- Increasing wealth, increasing energy consumption
- Increasing inequality
- Lifestyles with health risks

Futurists, on the other hand, have determined the long-term trends that America will face in the future. These trends, which directly and indirectly affect education, can be listed as follows (Good, 1999):

- Increasing impact of technology on economy and society
- Expansion of education throughout society and throughout life
- The decline of the middle class; widening gap between rich and poor
- Increasing urbanization
- Development of the service sector
- Emergence of information industry and information-dependent society
- Increase in conglomerate formation and company marriages
- Expansion of the global economy
- Return to the traditional nuclear family
- Increased personal and professional mobility
- Developing a sense of responsibility in the use of public expenditures
- Increasing interest in privacy
- Increased privatization of government services

It can be said that these trends are also observed in our country. In particular, as a result of the widespread use of technology, it is observed that the social and economic life in our country overlaps with trends in the world.

Good (1999) examined the effects of the trends that have emerged and continue in America in the last 30 years on education. According to this analysis, social, economic, technological, demographic and political trends cause changes in education and new developments in educational technology in educational environments. In this context, the education system and educational environments are in the following direction:

### **Trends in the Education System**

<b>.....from</b>	<b>to .....</b>
High adaptability	High success
Time oriented	Result oriented
Business intensive	Capital intensive
Subject knowledge (learn)	Process knowledge (learning to learn)
Habitual learning, remembering,	Critical thinking
Focus on academic failure	Focus on academic strength
With the State in cooperation	With the State

### **Trends in Educational Environments**

<b>.....from</b>	<b>to .....</b>
School time Learning	Time and place
Teacher centered	Student centered
Textbook	Educational resources
An approach for everyone	Different learning rates and styles
Structures	Multiple access points for learning
General instruction	Individualized instruction

### **Trends in Turkey and the World**

Some tendencies seen in education, schools and programs in Europe, which Turkey is trying to become a member of, are stated as follows. In European countries, the current school system was generally completed before the 19th century: Primary education met the

needs of the nation, religious education and the business world for everyone. Europe has been successful in its “school for all” policy. Although there are exceptions, the enrollment rate in compulsory education is high in European countries. Most countries are planning the next phase; After quantity, quality and then equality are on the agenda of countries. European countries allocate a significant portion of their national income (5% on average) to education (Gültekin, 2012).

Europe has been successful in its “school for all” policy. Although there are exceptions, the enrollment rate in compulsory education is high in European countries. Most countries are planning the next phase; After quantity, quality and then equality are on the agenda of countries. Program in all countries; It focuses on mother tongue, foreign language, mathematics and science-related knowledge and skills, personal and life skills and ethical values. Communication, problem solving, creative and analytical thinking, teamwork, learning to learn, etc. skills came to the fore. In Europe, compulsory education generally lasts until the end of the first stage of secondary education. in EuropeIt is important. The 2005 Program is constructivist. There is no intermediate discipline. Helicity is important. When looking at the 2013 program, constructivism has been forgotten. It is seen that the 2017 program talks a lot about Multiple Intelligence theories.

When it is looked at the tendencies section, it is considered sad by the educators that the previously foreseen phenomena and events will come to life in today's Turkey after 10-15 years, but it is pleasing to mention them. It seems that there are many shortcomings. In addition, among these trends, it is important to reduce primary school lesson hours and to hold lessons, even partially, during the summer holidays. Because, during this 3-month period, students get used to rest, comfort and vacation. To prevent this, the idea of shortening the summer vacation was considered very important.

## RESULTS

In this study; the history of the curriculums is mentioned. Features of the programs are highlighted. Of course, technology has improved compared to the past. However, there is a serious decrease in success rates compared to recent history. Especially the Pisa and Timms reports do not look encouraging for Türkiye. In this context, what has been done and what has not been done with the programs; It should be examined without ignoring it.

Looking at the historical process, the acceptance of Latin alphabets is at a turning point. Because ignorance accelerated the collapse of the Ottoman Empire; Belittling the West and not following it, but being a slave to them, should not have continued in the Republic. For this; The literacy rate needed to increase. This could only be possible with a change in the alphabet. People would now have learned to read and write more easily. In this context, the literacy rate, which was around 10-15%, reached 85%, despite the reactions, with this clever move of Atatürk. In this way, the society was able to develop more easily and the level of welfare increased. With the acceptance of this alphabet; It is thought that Turkey's continuation can and will be ensured.

Looking at later times, 1936 is a program in which Nationalism was more at the forefront. In the 1948 program, Wafford's views were given importance. He is brought to Türkiye. Wafford talks about the importance of continuing the education of village children after primary school for Turkey. As a continuation of this proposal, Bloom's Taxonomy was mentioned in the 60s. However, the political closure of the Village Institutes also showed its pain in these years. The 1968 program left its mark on history with its 5-year trial. This program appears to be behaviorist. In the 1997 program, Primary and Secondary Schools were combined; It is important to change it to primary education. The 2005 Program is constructivist. There is no intermediate discipline. Helicity is important. When looking at the 2013 program, constructivism has been forgotten. It is seen that the 2017 program talks a lot about Multiple Intelligence theories.

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