PROBLEMS AND SOLUTION PROPOSALS BE FACED WITH IN TURKISH'S EDUCATION PROCESS

Esra LULE MERT•

Abstract

The aim of this study is to construct and explain the information in its own right and to use it effectively and beautifully, using critical thinking, creative thinking, communication, problem solving, research, decision making, using information technology, developing entrepreneurial skills, and to try to describe the problems encountered in the course of Turkish education and training, which are aimed at educating individuals who can transfer in a certain way, by screening the literature. In order to capture a holistic viewpoint within this aim, the subject titles were determined by taking into consideration the studies conducted in the field and the problems and sub-problem questions were formed for these titles. In the study, problems related to four basic language skills, grammar teaching, acquiring metacognitive skills, and vocabulary teaching were identified during the education and teaching process of the Turkic. It is also argued that the 100 essential readings were given to the students and lost. The research is in literature review model. The data are analyzed and interpreted and the results are compiled. A good native speaker should be able to effectively use four basic language skills; because the development of these four skill areas shapes the whole life of the student. The communicative competence of the individual is related to the interdependent development of these skills; because the development of a skill affects the development of the other skill. Grammar is an area of study that helps to speak correctly, think correctly and write correctly. By teaching correct and qualified linguistic knowledge, students reveal linguistic capacity, usage areas, boundaries and possibilities. In the 1981 program, a new program was needed because the student was passive, not to be put in the center of education, not to match this understanding with modern education theories and not to get enough efficiency. In the behavioral approach, the deduction method is used. The teacher gives the rules first. Then the examples are reinforced, asking questions and receiving feedback. According to the answers given, it tries to find out how much the learning takes place. This approach creates a system that emphasizes reading, writing skills and student oriented memorization. For this reason, the achievements can not be misled by the student and can only be passed on with test anxiety. The teacher usually uses the method of narration. Vocabulary teaching is regarded as a necessity for language education and this view is defended by experts. However, how to teach vocabulary in programs is not explained adequately. When the applications are examined, it is seen that there are different understandings. Various opinions have been put forward regarding the purpose of word teaching and the choice of words to teach the student. In some applications, words are treated as goals, and students are asked to memorize them by giving them word lists. In some applications, the words are taught to change the behavior and understanding of the text well. In some, the word is treated as a tool, and words are taught that the student can use for life and develop various skills. This situation is also seen in word teaching approaches and methods. In some approaches, students are taught frequently used words that are necessary for everyday communication with the students, while in some the words in the dictionaries are preferred. In some applications, the development and the situation of the student are not taken into consideration at all, and in some cases words are selected according to the needs and priorities of the students, language, mental and social development, interests, level and occupation selection and usage purposes. These practices emphasize the importance of recognizing the word, placing the mind, actively using it, and developing the mental dictionary. As a result of the review of the literature, the main view is that these books are not in line with the principle of relativity to the child. Many children's writers and academics have pointed out that the necessity of reading these books, which are not known to be "basic" or what qualities they are, is wrong.

Keywords: Turkish Education, Process, Issues, Solution Proposals.

Introduction

From the mother's womb, the one-way interaction with the environment enters the process. This process continues increasing with birth, affecting the environment as well as affecting time, and this process assumes the identity of communication interaction. In this process of communication and interaction, people acquire a lot of knowledge, skills, attitudes and values from the environment according to the nature of the environment. The design of people's personalities, worldviews and futures are structured by these learnings; because the learning outcome puts a new meaning on the individual's home and redefines the position in the world (Ozden 2011). The individual's learning influences and shapes the environment he or she is in. The main aim of the Turkish teaching program is to develop mental skills such as thinking, commenting, questioning, criticizing, understanding, analyzing and synthesizing, evaluating. When examining the achievements of Turkish lessons, this course and the expectations of the education policies are to "criticize, question, self-sufficient individual". Another point shared by Turkish language education policy and education policy is to create a society suitable for the needs of the age. As education policies aim at language education, the individual has the intention to integrate with society (MOE, 2006, Demir ve Yapici, 2007; Erdogan and Gok, 2009; Bagcı, 2012).

• Assoc. Prof. Dr., Inonu University, Faculty of Education, Department of Turkish Language.

Using educational programs and Turkish language, the society needs "correct, beautiful and effective use of Turkish language, critical thinking, creative thinking, communication, problem solving, research, decision making, using information technology, entrepreneurship" (MOE, 2006: 5) is intended to train individuals with skills. constructivist approach adopted in Turkey in 2005-2006 has been amended in the Turkish language teaching program based on. The constructivist approach has brought about radical changes in the education system. First in Turkey for over 80 years compared to the traditional classroom environment prevailing in 2005 and 2006 with the constructivist approach into practical educational environment for the first time it is presented in Table 1:

Table 1. Comparison of Traditional and Constructive Classes

Traditional Classroom Environment	Class according to Constructivist Approach Environment
The training program emphasizes the basic skills, progress is straight from piece to piece.	The curriculum emphasizes key concepts and is straightforward from progress.
The tight commitment to the programa is important.	It is important to stand on student questions and direct teaching accordingly.
Activities in the program are largely based on courses and workbooks.	Activities in the program are largely based on primary information sources and student materials.
Teachers often behave in a didactic manner and provide information to students.	Teachers often behave in an interactive manner and work to develop a personal understanding of the students.
The learning assessment activity is usually seen separately from teaching and is always done by examinations.	The evaluation of the learner is intertwined with the teaching work and the teacher observes the results of the student work.
Each student basically works alone.	Students usually work in groups.
Students are seen as an empty sheet of paper on which the teacher will write various kinds of information.	Students are seen as thinkers who can create real world theories.

Brooks, J.G. & Brooks, M,G. (1993).

Bailly (1998) summarizes the three main groups of "behavioral, cognitive and constructive" according to their basic view of language teaching approaches and the applications in the field. Old language teaching approaches and methods are listed under the heading "Behavioral". Chomsky and Krashen's views were given under the name of "cognitive" language teaching approach. The work of Piaget, Vygotsky and Bruner as "constructivist" language teaching approaches has been discussed. The association of these classifications with educational approaches has allowed them to be adopted more quickly in the field (as cited in Gunes 2011).

Table 2. Characteristics of Behavioral, Cognitive and Constructivist Learners

Basic Documents	Behavioral Approach	Cognitive Approach	Constructivist Approach
The Nature of Knowledge	Based on objective reality,	It is based on objective reality, connected to the	Based on individual and socially constructed subjective reality
The Role of the Teacher	Information transfer	Manage the information acquisition process	Guide to acquiring information
Role of the student	Passive	Semi-active	Effective
Learning	Consequence of behavior change	Information processing	Configuring the information
Type of Instruction	Induction	Induction	Deduction
Teaching Strategies	Presenting information, getting exercises, giving feedback	Activating the cognitive learning strategies of the learners	Effective, self-supervised, internally motivated researcher learning
Educational Environment and Material Use	Traditional classroom environment	Teacher and computer based training	Interactive environments with students
Assessment and evaluation	Criterion based	Criterion based	Independent of the criterion within the learning process

(Seels 1989) & (Scheurman 1998) & (Deryakulu 2001).

In Table 2, approaches based on Bailly's accepted and accepted final classification are compared. As you can see, the constructivist approach is divided into behavioral and cognitive approaches in many areas. Active learning, knowledge construction, learning process, independence, interaction, self-control, research, collaborative learning are the main concepts in constructivist approach.

When the literature is examined many problems have been identified in the implementation of the program. Demir and Yapici (2007) pointed out the intersection between the Turkish and educational sciences and stated that there was no synthesis work between Turkish science and education science. In addition, the theoretical and practical problems of Turkish teaching in the study are described and the necessary things to be done in this subject are summarized in 6 articles. Erdoğan and Gok (2009) Semi-structured interviews were conducted with 18 classroom teachers and 18 classroom teachers working in the city center of Ankara to determine the problems encountered in teaching Turkish as a main language, and the data of this opinion were analyzed by content analysis. Problems encountered; The content of the Turkish program, content, learning-teaching process, measurement and evaluation dimensions were discussed in 4 chapters and suggestions for these problems were made. Susar, Kirmizi and Akkaya (2009) conducted semi-structured interviews with 50 teachers working in 47 different schools in order to determine the positive aspects of the Turkish teaching program and the problems in implementation. A validity reliability study was conducted for each of the seven questions in the interview form and it was determined that the teachers had problems in the use of materials, in-service training, activities, and skills areas of Turkish education in the data obtained from these questions. Alyilmaz (2010) stated that the problems encountered in the study that determines the problems encountered by Türkçen as a result of the studies about teaching as a mother tongue and as a foreign language originated from teaching methods, field related institutions, teaching staff, students, Turkish teacher education undergraduate program. Bagcı (2012) determined that the level of awareness of the problems faced in the Turkish education of teacher candidates was high in the research he conducted with 257 teacher candidates. Gocer (2013) conducted interviews with 72 Turkish teacher candidates in order to identify the current problems of the Turkic people and analyzed the data obtained by this interview with the content analysis technique. The most common problems encountered in this study are the "sloppy and misleading usage of Turkish people, the use of foreign words / foreign language passion or enthusiasm, teacher factor, difficulties in teacher training programs and inadequacies in teaching and learning Turkish".

Problem Status

The problem of the research is determined and presented within the framework of "What are the problems encountered in the Turkish education process and suggestions for solution". In the framework of this problem, the following questions will be asked:

1.What are the problems with the four basic language skills in the Turkish education process?

2. What are the problems related to grammar teaching in the Turkish education process?

3. What are the problems related to vocabulary teaching in the Turkish education process?

4. What are the problems regarding the acquisition of metacognitive skills in the Turkish education process?

5. In which frame of the problematic 100 essential readings of art can be handled in the Turkish education process?

Method

The research is in literature review model. Literature review is the examination of existing sources and their compilation over a previously targeted subject in the source and transcribed in text. The research plan, aims and methods need to be based on past work and reveal what can be done in the chosen context in the light of existing information. For this reason, it should be determined how, where, and what kind of work has been done in the past on the selected topic. After the research topic and research preliminary aims are determined, classical and current sources are searched to determine classical information about the subject and current researches made (Ozdamar 2003). Literature scanning is done to show the importance of the problem, to improve the design of the research and to correlate research findings with previous information. The functions of literature scanning in this direction can be listed as follows (Balci 2001):

1. Helping to define and limit the problem,

2. Putting research into a historical perspective,

3. Preventing unwanted repetitions in research,

4. Assist in selecting appropriate methods and measures,

5. Help to associate information with prior information and to allow research.

The data are analyzed and interpreted and the results are compiled.

Findings

First Sub-Problem: What are the problems with the four basic language skills in the Turkish education process?

Four basic language skills should be considered in an integrated, spiral structure in the Turkish education process. Grammar teaching should also be included in this structure. In the Turkish program (2005), spelling is applied when the grammar instruction is defined. The program, in defining the concept of grammar, uses to determine the whole set of rules for correct listening, speaking, reading and writing. This definition is the most basic sub-text of Turkish lessons; but a significant majority of Turkish teachers did not have adequate equipment for the basic approach of the new program, but they could not escape the practice of the behavioral approach. They are carrying out Turkish lessons with an approach that sees the student as quietly sitting, reading correctly, fast reading, speaking correctly tuning voice tone, and writing as aesthetic structure and formal uses. The main aim of teaching Turkish is to make the students competent in their native language skills. Yavuz (2010) states in the form of listening, speaking, reading and writing during the acquisition of mother tongue. A good native speaker should be able to effectively use four basic language skills; because the development of these four skill areas shapes the whole life of the student. The communicative competence of the individual is related to the interdependent development of these skills; because the development of a skill affects the development of the other skill.

The following problems related to listening skills can be mentioned: The teacher must be a good listener in order for the listening training to be successful. The learner's loud reading of the appropriate story at the level of the student, the discussion of the readings and the dramatization improves the listening abilities of the students at an earlier age. According to Demirel and Sahinel (2006), listening education studies should be given not only in Turkish language but also in all subjects. Listening should start from early ages and should be used for all kinds of programs for listening training. Applying various listening activities to children throughout primary school years helps them become better listeners in adulthood in the coming years (Funk and Funk 1989). The awareness campaigns for the conceptualization which emphasize the importance of listening in communication with each other on the social scene should be made (slogans such as "Attention to listening", "Listen with hang on somebody's lips ", "Listen, understand correctly, be successful. Shopping rules, advertising boards, apartment entrances, public transportation tools should be used to make people listen to the rules. Families should be provided with trainings on communication within the family, communication with the child and the importance of listening. Family counselors have a great duty to raise awareness of their families. Communication consultants for family counselors, communication and listening skills should provide information on the rules and requirements of listening skills in a working relationship with academics of Turkish education. Contemporary teaching tools such as TV, DVD and VCD should be used in listening training. Talk; thoughts, feelings and information are transmitted to the other side through the language consisting of voices (Demirel 1999). Speech is presented in a mental effort, with mental accumulation, through the language (Adali 2003). "Speech is that a person has innate possession, the thoughts and opinions he or she acquires through learning and living in time, and his or her own desires and feelings with a certain purpose." (Congur 1995). Speech is not a skill to be taught but rather a skill that develops with practice and education (Yalcin 2002). Therefore, the efficiency to be obtained from speech training; the seriousness of the education to be provided in this regard will be in proportion to the fact that the student is addressed and long-termed. The individual meets at a young age with behaviors that impede the development of speech skills. The child's critical thinking, interrogation, curiosity is hurt by the obstacles of adults. The child who enjoys talking about the nature of creation becomes silent, uncommunicative, hesitant of criticism and lost self-confidence over time. However, the basic aim of Turkish lessons is to be able to raise individuals who are curious, inquiring, questioning, critically thinking. The speech training to be given to the students should be a quality that will enable them to speak comfortably, easily and fluently. For this, first of all students' information deficiencies should be eliminated and then applications should be made considering the actual communication situations in daily life (Richards 2003). The success of reading education is possible by starting with the first stage of education by bringing the book together with books that do not ignore the principle of the child's relativity, prepared by the artist's point of view suitable for the child's level, by encouraging the child to read new books and creating a unique library. Turkish course is a versatile professor. In this respect, it is both natural and necessary to apply different methods and techniques during studies related to reading education (Kavcar-Oguzkan et al., 1999). The consideration of the interests and needs of the pupils is necessary for the success of the reading education to create a reading environment which is more entertaining than the dictator and introduces to the living situations. In order for the learning to be effective and lasting, we need to hear many of our hearings. Reading education should be excluded from being a process carried out only with linguistic texts and supported with visual and auditory texts. Feelings and thoughts of students; words, colors, lines and voices; students should be equipped with cognitive, affective skills in the guidance of the teacher (Sever, 2004).

Reading is not a skill acquired and completed, but a skill that develops continuously depending on the habits of the individual (Akyol 2006). This skill should be supported by training.

It was understood that primary school students read 70 words of a 100-word text, 50 words of high school students, and 35 students of university students read it for the second time (Gun 2012). It has been criticized for reasons that the ready-made cummings in the books have created frustration for the student and the teacher, that some exercises are mechanical applications and do not cover any concrete situation (Gunes 2013a). Reading habit is not a one-time, but a habit that can be created with time, patience and constant effort. This habit can only be achieved with a good education process. Turkey to be in back in the winning habit of reading, reading training for more books to be made based on the text found in children in the absence of their own library at home (PIRLS 2003) family, their emotions appropriate to the children's level of educators, thoughts and meanings to be unaware of the book will improve the universe and not being able to provide the necessary guidance. According to Carter, Bishop and Kravist (2002); the collection of information, the acquisition of information and the expression of information. According to Graham and Harris (2005), writing is one of the most powerful communication tools of human beings, and the development of writing skills is the key to success both in and out of school. Writing and thinking are closely related (Bearne, 2002). All students can take advantage of writing strategies used in the planning, evaluation, revision and sharing phases of their written products and improve their written expression (Westwood, 2008). It is important for the teacher to teach the basic writing processes such as motivating the students about the writing subject, arranging the thoughts, drafting the writing, overseeing the writing drafts, developing and evaluating (Akyol, 2006). Propagation of written narrative works will ensure that the writing ability develops. These processes are to ensure that students develop as conscious authors; (Tompkins, 2004) to help them gain the ability to plan, evaluate and organize their own thinking. Writing skill is high-level thinking skill according to Vygostsky (1998). The main purpose of the writing action is to express the individual's feelings and thoughts in written form. Writing is one way of communicating with others and expressing ourselves. Writing skills in basic language skills develop more slowly than in other language skills. Students often have the most difficult language skills. Writing process; punctuation marks, meaningful coherence, consistency, writing rules, beautiful handwriting, word selection and use, grammar, correct use of conjunctions, paper layout; The process of writing consists of the steps of composition (entry-development-result), main ideas, supportive ideas, theme, point of view, thinking and expression. The difficulties with writing are partly due to this very comprehensive (Westwood 2008).

Second sub-problem: What are the problems related to grammar teaching in the Turkish education process?

According to Ergin (2000), intellectual people are people who use their language well. The first condition of success in life is to be able to use the language that he is using, even to use it thoroughly. For him is the teaching of national language, the basis of teaching every nation. Man thinks with language; understands, expresses, designs, expresses everything with language. All other teaching areas, all other courses, are language based. It is a common tool of all knowledge and science. According to Aksan (2000), language is a versatile entity that we can not imagine yet, a magical entity that sees other qualities in terms of different angles, and whose secrets can not be resolved today. According to Akgul (2010), language is a living entity. There is a development process like all living things. He grows up with the users, grows up and dies with them. There are many languages that die with them because there are no users on earth today. Teaching of language knowledge should be excluded from being a rule-taught area. Teaching rules and definitions in the teaching of language knowledge, memorization does not provide success. It should be designed in a context that puts it into the experience of the student. Knowing the definition of the rule of the teacher does not bring him any benefit. On the contrary, it causes the student to be crushed under the weight of information and develop a negative attitude towards the lesson. The course should be organized in such a way that the learner acquires skills in teaching language. Turkish is a skill lesson. Learning environments should be supported by multiple materials. The student acquires permanent learning in such environments. The taught language knowledge topics must be used in written and spoken language. Teaching of language knowledge should be done in accordance with the basic principles of teaching as well as being known, slovenly abstract, closely spaced. The literary texts of the course should be appropriate for the children's life, the cultural structure of the society, and the cultural values of the society in which the child lives. Language knowledge should be taken into consideration with the activities of Turkish language understanding, speaking, listening and writing. In practice, there should be a close connection between the activities that seem to be divided into sections such as reading, listening, linguistic knowledge, writing and speaking, and these activities should be regarded as complementary elements. The rules are always perceived as abstract

for the student. Student memorized memorization; but he can not figure out where to use it. The rich text of the Turkic should be used in order for the student to be able to use the text in concrete terms. The point of departure should be the student interest and needs in the teaching of language knowledge. Individuals are always motivated and interested in situations they do not know. The student is interested in the subject he needs. The student who is satisfied with the need in the teaching process is more interested in the course. In this way, the efficiency of the teaching process increases. Induction method should be applied in teaching language knowledge. The voices must be accessed from the words, from the words from the sentences, from the sentences from the paragraphs and therefore from the texts. Language teaching can not be taught independently of the text, and this approach does not give students the power to practice by directing the rule to memorize. The examples used in teaching should be selected from our rich literary products which can easily be reached in social life of the student. In this way, students can easily sense that the knowledge they learn is based on facts that exist in everyday life. After informing about the subjects of language information sensed by moving texts, sample analyzes are made. In this way teaching of language knowledge is free from memorizing teaching. The possibility of not being able to apply the learned topics will cease to exist. Reinforcement of the subjects learned in teaching is essential. It must be ensured that the correct use of the student. It is necessary to make use of linguistic studies in the teaching of language knowledge. Linguistics is constantly researching and innovating. These changes must be followed by the teachers and the innovations that the linguistic circles unite with are taught in the lessons. In this way, the individual can follow changes in the language. Language knowledge should be conducted in conjunction with reading-meaning work, not as an independent course. The teaching process should include all areas of the Turkish language course, but at the center there must be language knowledge. In the end, the Turkish language is the language teaching the individual speaks. The most basic point of this is the whole of the rules. The student develops a negative attitude towards all new learning processes he / she has encountered. We must realize the teaching process in the teaching of language knowledge by simplifying it with the examples that it can understand without enlarging it in the eyes of the student. We should take samples as much as possible from the experiences of the learners. "Language lessons should be taught based on other main language activities. Language knowledge rules live on the ground and regulate language usage. In this respect, language lecture course is automatically dependent on reading lecture in which language is studied and lecture activity in which language is used. The teacher should be concerned with the study of linguistic knowledge, observation of reading and expression activities, problem finding, practice and correcting mistakes. When the rules are taught, the students should be informed deeply about how to use them, how to use them correctly and how to use them. For example, a student who learns the object as a single word "glass" in the phrase "Ali broke the window" calls this element as a single word. In Turkish, this object can be seen in the form of "the window of the window, the window of our house window, the window of the first window in the west side of the 3-C class on the lower floor of the school". However, a teaching enriched with such examples will ensure the language dominance of the learners. "Language learning will enable students to use more than one source in the teaching process to do more sample analysis. As many sources as possible should be presented (Akgul 2010).

Grammar is an area of study that helps to speak correctly, think correctly and write correctly. By teaching correct and qualified linguistic knowledge, students reveal linguistic capacity, usage areas, boundaries and possibilities. Especially in the mother tongue teaching, these activities are supported by spelling and punctuation studies while reaching the targets with understanding and narration activities. (Sever, 2000). For many years, linguistic knowledge was perceived only as a set of rules, and it was thought that the teaching process was carried out in order to teach these rules. This can be said to be the biggest mistake in the process. Because it is not the learning of the rules of the teaching of language knowledge; to provide individual hardware for effective communication. Another misconception is that language, in general, has not been associated with other disciplines. Whereas language in general and language knowledge in particular are interdisciplinary disciplines, they affect all other disciplines. So, from a student who can not grasp the pool systematic problems of Turkey's geographical features of the language or the clutch is not expected. At the heart of the problems of teaching foreign languages (English) in schools lies the problems of mother language teaching. The best learning of an individual in another language is limited to the best use of his / her own language. It is not possible for the individual who does not dominate the characteristics of his language to succeed in a foreign language. Because, before the individual learns another language, he thinks, interprets, and learns according to the logic of his own language. An individual who is not a judge of his own language can not learn because he can not understand the rules of a foreign language with his own language. In the 1981 program, a new programa was needed because the student was passive, not to be put in the center of education, not to match this understanding with modern education theories

and not to get enough efficiency. In this context, activities such as activating preliminary information, considering the level of development, effective communication, meaning building, implementation and evaluation have gained importance depending on the constructivist approach. The New Turkish Curriculum has brought many radical changes. One of them is the theme-centered approach to education. In the concept of language education based on the theme, teachers and students work within a theme that is housed in several texts or texts, rather than working on a particular topic or text. Different topics in a theme are prepared in such a way as to serve a common goal, work is carried out around the themes. This approach allows students to relate new things they learn in a meaningful context to information they have acquired from different disciplines. Thus, learning is assumed to be easier and lasting. In this teaching program, a new point of view has been developed in response to the ignorance of the memorization and the concept of the previous programs. Students in the program; learning, researching, not passive but always active, rules, systems, memories, not memorizing, implementing, practicing, evaluating existing, questioning people are positioned. Thus, it is aimed to increase the productivity and to make the learning permanent (Colak 2013).

Students are directed to memorization. The attitude that measures the information in the assessment-evaluation system is the main reason for the recollection. When the students are tested with the test technique, this situation makes their ability to comment and become a foreground of learning by memorizing and knowledge. One of the problems encountered in the teaching of linguistic knowledge is that the concepts are overtaken only by making definitions. Functionality, however, must always be considered in the narration of the grammar of language. For example, word types should be introduced and taught according to task functions in the sentence (Iscan and Kolukisa 2005). Looking at the present situation, it is understood that the teaching of linguistics consists of teaching rules and terminology, and the students who learn these rules and terms do not use this information except for multiple choice tests. Students who learn the information they have learned but use it by solving the test during the exams, forget it again after a while. Terms and concepts of language knowledge are repeated in primary, middle and higher education, and variability is seen only in terms. Repeated information creates negative attitudes such as insensitivity, boredom, indifference to language and language knowledge in students (Karaduz, 2003). Another problem is the contradiction between the information received in college and the information in the textbooks. Topics taught in linguistics courses do not follow linguistic studies. Teaching continues without considering many developments. There are differences in terms, and changes in the content of the subject matter are not taken into consideration. In this regard Erdem; Traditionally, the rules of language taught in schools were created by the work of the 1940s. This leads to the fact that the academic developments in the field of linguistics are not reflected in the teaching of linguistics. For example, according to the widely accepted view in academic circles, "y, ş, s, n" voices are taught as mainstreaming letters even if the mainstream letter is "y" (Erdem 2007).

While language studies are being conducted, it is necessary to take advantage of linguistic approaches. Language science is defined in the form of science, language knowledge ... Linguistics is a science that is trivial in all its aspects. Because, without knowing the language literally, giving language education by going out of the rules of the language does not solve the problem. It is necessary to provide language education by perceiving many characteristics such as language formation process, being a sociocultural entity, being a means of communication, and a documentary (Karaduz 2003). In the behavioral approach, the deduction method is used. The teacher gives the rules first. Then the examples are reinforced, asking questions and receiving feedback. According to the answers given, it tries to find out how much the learning takes place. This approach creates a system that emphasizes reading, writing skills and student oriented memorization. For this reason, the achievements can not be misled by the student and can only be passed on with test anxiety. The teacher usually uses the method of narration. This method is a method which is preferable to crowded classrooms, which can provide a low cost, time saving, classroom arrangement. However, students have limitations in meeting their interests and needs. The long-lived narration method causes the student's interest to dissipate and remain passive in the course environment. Repetition begins to become boring after a while. Most of the teachers think of language knowledge as a separate course and do not include it in Turkish language. He can not use or use any vehicle-regressors other than the textbook, notebook, writing pad. The subjects are generally processed according to the method of narration, the abstract is not known, the grammar is acted as if it is a stack of rules, an attitude of memorization is observed and the application is not given. In such a situation, the students naturally understand language, and therefore think that it is difficult to learn, dislike and learn Turkish. The most important problem arises from this and the problems are increasing (Iscan 2005). The problems identified in the teaching of linguistics are as follows: Teachers are taught in the way of teaching linguistic knowledge to

them or taught in books, unaware of the contemporary theories, ie, depending on traditional understanding in teaching linguistics. Teaching knowledge of the language based on memorization is done. Differences in terms of definition, terms, and classifications between teachers and authors of linguistic books create confusion in the minds of students and make main language learning difficult for the student. The fact that the language is not well learned causes shortcomings in speech and writing. The approaches that language science put forward are not reflected in language teaching and Turkish language knowledge books. In the books of language knowledge, the subjects are approached either in terms of form or meaning, which causes contradictions. All departments in the education faculties, the fields in the branches of master sciences, the schedules of the Turkish and linguistic courses given as side sciences, and the weekly credit hours should be observed. In the Turkish language teaching departments, the side field applications are terminated and only the Turkish language and its constituent; programs should be created that provide more education in areas such as reading, listening, comprehension, speaking, grammar, spelling and punctuation. In the fourth and fifth grades, Turkish teachers should be provided with their field teachers. Increasing the opportunities of the course tools of schools; compulsory classrooms should be created for each classroom, room for tools that can be used in Turkish classes should be opened, school libraries should be used and should be used adequately from the books in the library. Particularly Turkish Language Teaching, Turkish Language and Literature and Classroom Teaching Departments should be selected by Turkish language exam. For teacher candidates; linguistic lessons should be put into programs. Turkish language books written in a linguistic sense should be written and printed rather than classical language knowledge. Students are overwhelmed by theories, definitions and mere knowledge. The examples given do not carry traces from life. The constructive approach is based on the change of this situation and it has been applied to sense the subject through literary texts. Nevertheless, it is not compatible with the concept of constructivist approach that the subject of language knowledge, such as the classical works being taught without regard to the interest and age group of the students, is ignored or the topics that the learners are missing or interested in a certain order are ignored. Grammar teaching should be performed functionally and functionally.

Third sub-problem: What are the problems related to word teaching in the Turkish education process?

The human thinks with words and concepts, expresses the state of his mind in words or phrases. The ability of the individual to actively use these skills with the four basic language skills of reading, writing, speaking and listening are closely related to acquired rich vocabulary. Words enable our ideas to enrich and develop our material and spiritual culture. The lack of vocabulary is that the individual understands any thought; feel, or try to make sense of it. Words are symbols in the formation and acquisition of concepts, and they have important roles in ensuring cognitive development. In this respect, word acquisition for human beings is bigger in terms of language development (Karatay 2007). Every thought is a generalization and it reveals the generalizations concepts and words. Words, objects, and connections between concepts and sounds. Words are symbols of concepts and objects. Language, words and concepts are the formal appearance of thought, outerwear (Ergun and Ozsuer 2006). Vocabulary teaching has been done in different ways in language teaching approaches such as traditional, behavioral, cognitive, communicative and constructive. In the traditional approach, words for language teaching are handled as goals and students are required to memorize them by giving them word lists. In the behaviorist approach, the words are taught to change the behavior and to better understand the text. This understanding began to change towards the 1970s. Communication with the communicative approach and communicating in vocabulary teaching and the use of language in everyday life are the forefront. Effective communication skills have been studied in the teaching process. The constructive approach that has come to the fore in recent years has been dealt with as a vocabulary, emphasizing teaching the words that the learners can use for life and develop various skills. For many years 'word teaching', it has been understood that students are giving word lists to students and memorizing their meanings. The emphasis on the different meanings of words, their features, their use in sentences and texts, how to use words in everyday life, and how to use them to develop various skills.

Students are constantly directed to read text and books with the thought that they will encounter more words and learn their meaning through reading. Independent reading studies were carried out in the class. The word teaching activities carried out with this understanding were effective in improving the passive mental dictionaries of large-scale students (Gunes 2013a). Word knowledge; depth (to know the various meanings of words), width (to know words in various subjects), and weight (to know a lot of words in one subject) (Gocer 2009). Research shows that the depth dimension of word knowledge is neglected (Akyol 2006). Cellier (2008) and Vancomelbeke (2004) state that a word of brain research needs to be heard or read about 12 times on average, and that after this process, the word is placed in my mind. In order for a word to

be stored in the mind, it is necessary for the student to meet or recognize the word at least 12 times in writing or verbally. In this process, the teacher should give both frequently used and rarely used words, not only names, but also verbs, adjectives, etc. it should stop on. When teaching a word, it should not separate the word from the rest of the language, but by linking it with other words (as cited in Gunes 2013b).

Vocabulary teaching is regarded as a necessity for language education and this view is defended by experts. However, how to teach vocabulary in programs is not explained adequately. When the applications are examined, it is seen that there are different understandings. Various opinions have been put forward regarding the purpose of word teaching and the choice of words to teach the student. In some applications, words are treated as goals and students are asked to memorize them by giving word lists. In some applications, the words are taught to change the behavior and understanding of the text well. In some, the word is treated as a tool, and words are taught that the student can use for life and develop various skills. This situation is also seen in word teaching approaches and methods. In some approaches, students are taught frequently used words that are necessary for everyday communication with the students, while in some the words in the dictionaries are preferred. In some applications, the development and the situation of the student are not taken into consideration at all, and in some cases words are selected according to the needs and priorities of the students, language, mental and social development, interests, level and occupation selection and usage purposes. These practices emphasize the importance of recognizing the word, placing the mind, actively using it, and developing the mental dictionary. In addition, vocabulary skills and levels to be developed in students are determined and put into practice in textbooks. Thus, students are expected to learn more than one language with many words at an early age, to develop themselves at a high level and to be successful (Gunes 2013a). Determining the number of words that will be gained to the students, evaluating them and preparing the teaching material accordingly is an important task of the Ministry of National Education and its Board of Education and Training. In this case, the number of words to be given to the students should be determined according to the class levels. Considering the researches made before the course book is prepared, the following question should be answered: What is the number and type of words of the Turkish lesson book presented to the students? (Karatay, 2007). There is an important place in the teaching of vocabulary. Definitions of words, explanations, correct uses, meaning separators are in dictionaries (Ari, 2006). One should not look at the dictionary as the first job without learning the meaning of an unknown word during text manipulation. The meaning should be taken from the context of the word or from the development of the word it is in. If it can not be deduced, the teacher should give clues and the dictionary should be used if it does not mean the word of the student. Dictionaries should be prepared in coordination with the textbook and at each grade level of primary education (Gocer, 2009). To learn a word is not to learn words alone. For this reason, it should be given in which class and category the word is taken in terms of meaning. Classification and grouping facilitate the teaching of words. With the understanding that many words will be learned by reading books, students are constantly directed to read books and passive mental dictionaries are developed. However, in addition to reading books, active mental dictionaries of students should also be included in direct development studies. Texts should be given to students to enrich mental dictionaries by reading them. Pay attention to the words in these texts and show how the various meanings of the word are used. Some specific words should be given prior to reading, pointed out to their use, meaning is discussed, and how the word is used. Continuous reading should be provided to enrich the mental dictionaries of learners, to recognize words in an opinion and to find their meaning. Students should be taught to teach vocabulary mental skills such as comparisons, classifications, groupings, associations, and integrations. Similar and different aspects of the words should be determined, and properties such as adjectives, verbs, nouns should be given (Gunes 2013a). The most common problems faced by teachers in word teaching are the abstractness of the words to be taught according to the teacher's teaching, the first hearing of the students' words and the shortening of the learned words. It can be said that the problems related to the abstract words were experienced because of not resorting to different methods and techniques in the teaching of these words. Furthermore, the reason why the words are forgotten in a short period of time can be stemmed from the fact that more than one sensory organ is not included in the teaching process and the use of methods and techniques based on memorization in the teaching of these words (Yagci, Katranci, Erdogan and Uygun 2012). There is no activity related to the teaching of usage depending on the writing of words, the flexibility and depth of meaning. Moreover, these activities are not included in any book that we have examined for their reworking in order to reduce the strength of the verb in the same text, or to comprehend the flexibility and depth of meaning of the words. An even more striking aspect of the subject is the lack of common criteria for Turkish language textbooks to be used by students (Karatay 2007). According to Harris and Sipay (1990), studies of word count only focus on prevalence. Words that are used in a common and general manner are words that can be used in place of

each other, for example, war, war and battle. Here the child is assessed only by one of these words. However, there is not much emphasis on "word depth and flexibility" which can be called word richness. The depth of the word, knowing the multiple meanings of the word given to the student; flexibility is to choose the appropriate one for the sentence environment from the meanings given. Enrichment of vocabulary will be a learning activity that has no meaning when it comes to knowing only the vocabulary and the meaning of the dictionary. There is a significant level of difference between knowing the word and using it (Acat 2008).

It must be understood that the meaning of word education is primarily in the text of the word. Students should be directed to the dictionary when they can not make sense of the word in the text. Directing the meaning of the students word directly to the dictionary prevents them from establishing mental connections between the words. In addition, only simple sentence building studies about the newly learned words do not provide sufficient contribution to the development of the vocabulary of the students (Foil and Alber 2002; Karaduz and Yildirim 2011; Sagır 2002). Since words are small fragments of meaning, it will be more useful to teach them with their meanings in sentences rather than learning them in dictionary terms. The meaning of the word that the student does not know in primary school Turkish lesson books is given in the whole meaning of the cümlen. For vocabulary teaching, the words used in the text are used in the sentence. In the explanations of the words, it is possible to show the presence of the word, to introduce it with its picture, to make the movement, to give the opposite or opposite meaning (Gogus 1978). When the word is vocalized, if the meaning comes to mind, the word is known in advance. If the meaning of the word does not revive, it is an unknown word for the student. The sound path is the most convenient way to recognize and read unknown words. In this way, the unknown word is gradually voiced, its meanings are investigated, meaning is combined with vocabulary. At this time, word related information is recorded in the mental dictionary. When the word is encountered for the second time, the information in the mental dictionary is used and new entries are made. This process is repeated every time (Gunes 2013b).

In the primary Turkish language programs, the achievement of "improving speech presence by using visuals" is included. The meanings of the words that will be taught in the direction of this achievement can be grasped by using visuals (Gocer 2009). Gogus (1978) says that in the announcement of the word, techniques such as demonstration of the word, presentation of it with its picture, making of the movement can be applied. Teaching of the words in the Turkish lesson books is not enough for the students to have rich word fortune. Apart from the course book, the teacher can use other printed materials such as newspapers, magazines, brochures, stories, novels, comics, etc. the use of these materials should lead to the development of vocabulary of the learners through the teaching of the words in these materials and the use of related pictures to enable the students to sense the meanings of the words in the text. The more written and illustrated the material in the classroom environment, the more the students' vocabulary develops. But this situation requires self-sacrifice, so it is to leave it to chance to expect it to be the same from every teacher. The main language textbooks in which these studies are carried out in good health should be brought to a qualified structure as soon as possible (Karatay 2007). According to Sadoski (2005), the use of various visuals and drama studies in word teaching helps to embody the word and draws the word out of the abstract. Establishing a link between the meaning of the word and the visual helps to encode the word in the mind (as cited in Yagci et al., 2012). The results obtained from the research reveal that the teachers need to work on the knowledge and skills necessary for effective vocabulary teaching in the undergraduate period and during the in-service trainings (Yagci et al., 2012). In the first stage of primary education, the child is basically in the process of concrete transactions. On average, around 7 years of age, the transition from an intuitive to a concrete process transitions to approximately 7-12 years of age. The capacity to perform concrete operations does not evolve as a whole. Step by step and one by one (Constructor and Constructor, 2005). In this period, Turkish teaching should be constructed in accordance with the mental design of the child (Demir ve Yapici, 2007). Constructive approaches and methods commonly used in vocabulary teaching should be used in most countries. Vocabulary teaching should be considered as a tool to improve the various skills of the learners and the active use of words should be emphasized. Words should be selected according to their needs and priorities, language, mental and social development, interests, level and occupation and intended use. It is known that in our country classrooms are still trying to teach words with behavior and traditional understanding (Gunes 2013a). After the deficiencies of the studies in Turkish about which words and how often to teach according to age and level, re-texts should be created, if necessary, so that the selected words to be taught in the books are not left to the authors' personal experiences and preferences. Also, the frequency of repetition and reinforcement exercises of once-taught words about the development of vocabulary in books should be determined by the subject's diverse work. In addition to what words

should be taught and taught according to the child's age, level and needs, various studies and researches should be done by experts on how and how to use various exercises, games and puzzles in vocabulary studies in Turkish textbooks.

In word choice, teachers should consider which words students need, know, recognize and use, and how to select and organize them. Systematic training is needed to enrich the active mental dictionary and to improve students' vocabulary and use skills. Personal reading is necessary to determine the prevalence of words, but special techniques are needed to reach the deep meaning of the words. At this stage, teaching has three important tasks. These are choosing the words to be taught, determining which categories belong to them, and choosing the appropriate teaching techniques. Objects that are appropriate to the word to be learned are used. If resources are not available, visual resources are used. For example, pictures, movie shapes, etc. are displayed. If these are not possible, then analogies are applied. As educational techniques, it is effective to identify the synonym or define the word, place a sentence on the word, and ask students to find the meaning of the word with the help of content (Gunes 2013b).

The Fourth Sub-Problem: What are the problems with the acquisition of metacognitive skills in the Turkish education process?

In today's Turkish education process, ignoring the development processes of metacognitive skills causes students to be able to perform simple operations while failing at high level skills. Students are far from being an individual asking, questioning, thinking critically, taking a responsibility for learning, and knowing where and how to get the right information. This is mainly due to the fact that the activities in the Turkish lessons and workbooks are simple, non-specific and repeatable. The results of the PISA show that Turkish students have made simple transactions; but fails in complex operations. According to Gage & Berliner (1988), inter-individual differences in metacognitive skills are due to differences in biological and life experiences. However, the effect of teaching in the acquisition of metacognitive skills is greater than the effect of maturation (as cited in Subasi 1999). Research on the use of metacognitive skills, these skills divide three rounds. The age of 0-5 years in which metacognition skills are almost never used; but the age of 6-9 years when they were not produced and the age of 10 years and older when metacognitive skills began to be used (Senemoglu 2005). In the traditional teaching approach, the process is based on transferring knowledge to memorize and remember the student. The way the learner learns by using their own abilities, in other words by actively engaging their inner and mental skills, is not used in the traditional approach. For this reason, in the traditional teaching approach, the student acquires the ability to recall the information stored in his / her memory; but he often does not know when and where he will use the information he invokes. In a successful learning process, however, the student is the active subject. A student who knows how to learn and what to remember, learning motivation, process control, is effectively using metacognitive strategies. In other words, effective teaching guides learners to learn learning strategies. A student who has mastered metacognition; participates in the learning process, develops process plans, thinking skills, interrogates, checks himself / herself (Melanlıoğlu 2011). Many surveys show that metacognition is a teachable skill (Conaway, 1982). The first study examining children's metacognition levels was conducted by Kreutzer et al. (1975). In this study; questions were asked to pre-school, first, third and fifth grade students about metaphysical variables, person, task and strategy. Whether kids remember what they have forgotten, whether it is easier to remember the outline of a story than it is completely remembered, and the question of whether it is easier to remember antagonistic words than unrelated word clusters. Researchers evaluating the answers of students have come to the conclusion that many variables are related to the age of the children. For example, children in older ages have noticed that it is easier to remember antipathetic words than antipodal words, but all children over 10 realize that it is easier to remember antipathetic words. Research; it has been shown that as the age increases, the individual variable becomes more evident, for example, memory use is more effective at higher age, that younger children can not use it as much as memory, and that increasingly complex information can be recalled at later ages. Three basic rules have been put forward for successful metacognitive teaching: (1) providing metacognitive instruction in connection with content, (2) making more efforts to inform learners about the usefulness of metacognitive activities, and (3) providing a long-term training for successful metacognitive activities. It is stated in the research that teachers have important responsibilities to teach metacognition skills and that teachers have very little knowledge about the concept in question, so teachers should be trained in metacognitive teaching. Teachers for metacognitive development in general are assigned the following tasks: giving students a task or task that they can think extensively, providing students with a classroom environment that encourages students

to do research, fear, mutual respect and reflection, giving them time to explain their thoughts about their learning (Schraw 1998).

Blakey and Spence (1990) list the methods that can be applied to develop metacognitive strategies in the following way:

Define what you know and what you do not know: At the beginning of the work, students make informed decisions about the information they have. First, the students write the questions "What do I know about this?" And "What do I want to learn?". As students search for the subject, they verify, clarify, broaden, and replace the expressions they originally wrote with more accurate information.

Expressing what they think: It is important to express what they think. In planning and problem solving situations, teachers should think aloud. Thus, students can follow the processes of thinking that are clearly shown.

Keeping a thinking agenda: Another means of improving metacognition is keeping a thinking agenda (learning diary). The thinking agenda (learning diary) is a day in which students are aware of their ambiguity and inconsistencies, and they note and reflect. There are also comments on how they cope with the difficulties in this agenda.

Planning and self-monitoring: Students should have an increased responsibility for planning and organizing their own learning. For learners it is difficult to be a self-directed person in situations where the learner is planned and observed by someone else. Students may be taught to plan for learning activities that include time requirements, organization of materials, and planning practices needed to complete the activity. The flexibility of the research center and the ability to provide access to various materials allow students to do so. The criteria for evaluation should be developed together with the students. The learners thus learn to think and can ask themselves questions during the learning activity.

Questioning the thinking process: At the end of the activities, students should concentrate on discussions about their thinking processes so that they can recognize the strategies they can adapt to their next learning situations. A three-step process can be used in this regard. First of all, the teacher guides the activities organized together with the students. Thus they have knowledge about their thinking processes and feelings. Then the group will classify the relevant ideas and determine the thinking strategies used. Finally, students choose strategies that can be used in the future by discarding inappropriate strategies and evaluate their success.

Self-Assessment: Self-assessment in the context of a guide, individual conferences, and checklists focused on thinking processes can be assessed. Students will begin to transfer their learning strategies to new situations when they realize that learning activities in different disciplines are similar.

Other metacognitive teaching techniques and strategies applied in the field, usually in experimental studies and in the classroom environment are shown below.

PQ4R (Preview, Question, Read, Recite, Reflect, Review): The strategy developed for the first time reading comprehension activities by Thomas and Robinson (1972) consists of the initials of six concepts: preview, questioning, reading read, self-recite, reflect, and review. One day and fifteen minutes of training a week were given by the method called PQ4R; the results obtained show that even students with low achievement level benefit from strategy teaching.

STOP (Summarize, Trubleshoot, Organize, Predict): developed by Cope (1990). Strategy summarization is based on techniques to identify, organize and predict problems (S.T.O.P. summarize, troubleshoot, organize and predict).

Mutual Instruction: It was developed by Palincsar and Brown (1984) on the basis of peer education. The reciprocal teaching approach is a collaborative learning approach designed specifically to improve the reading comprehension level that is designed and developed to improve four metacognitive reading skills. These four metacognitive approaches: self-questioning, summarization, explanation and prediction of knowledge in the text.

Deep Thinking Questions and Tips: Deep-thinking questions and tips are simple ways used by teachers to create a discussion that begins with eyeing the details of the learning experience and encourages students to think critically and actively. This method may encourage students to think about the strategies they use to perform a learning task and to explain the reasons for using these strategies.

Metacognitive Configuration: Configuration is used to help students narrow the gap between what they can do on their own and what they can do under the guidance of others. Configuration model,

tips, reminders, partial solutions etc. may be in forms. The main feature of the configuration is that it is arranged in accordance with the help needed by his / her student. The aim of metacognitive structuring for students is to create independent, self-regulating thinkers who are more self-sufficient and less educated and less dependent.

Constructing Questions: This strategy is based on the student's ability to produce high-level metacognitive skills by producing questions.

Conscious Choice: It is based on the principle that students should investigate the consequences of choices and decisions in the decision-making process, and thus evaluate causal relationships between actions and preferences in a metacognitive process.

Goal Arrangement and Maintenance: It is the strategy of the learner to remember what his purpose is, to direct attention to relevant perceptual and conceptual phenomena, and to go to a metacognitive arrangement accordingly.

Assessing Thinking and Action Paths: A metacognitive process strategy in which the criteria for assessment are developed together with the pupils, the pupils learn to think critically, and the pupils ask themselves as the learning activity progresses. In this strategy, it is aimed at identifying and correcting mistakes of students, determining what helps prevent achievement of goals, how to be successful, how to evaluate the time, and how to obtain effective results.

Identifying Difficulties: It is important for students who do not know how to do what they do or can not do or who think they are not enough to know what they know and what they do not know by determining their lack. Such a definition is also a metacognitive strategy. Describing and Detailing Students' Views: A strategy based on the ability of teachers to help students organize their thoughts by interpreting what they say, opening their minds broadly, arranging ideas, and sharpening questions.

Role Making: It is a dramatization strategy that assumes that the role-playing metacognist will develop the personality and character of the other person when it is introduced into the role of other people. High Thinking and Self-disclosure: This strategy not only facilitates thinking and speeding up the problem-solving process, it also allows individuals to make better planning and helps to transfer the rules for similar situations Modeling: A strategy based on the fact that teachers are models for the thinking process and thus contribute to the development of students' planning and problem-solving skills.

When understanding and metacognitive strategies are evaluated together, it is possible to discuss the understanding process under three main headings: "before understanding, after understanding and after understanding". According to this classification, education can be realized; listening / reading process, student's level, the purpose of the course, the materials to be used, the processing of the course, the evaluation of the listening / reading comprehension (Melanlioglu 2011: 79). It is understood from studies that metacognition strategies have a close relationship between metacognition and understanding (Ormrod 2003), which develops reading and listening skills. The narrative metacognition is the awareness of the ability to monitor and organize their own cognitive activities to assess the material that the individual is reading or listening to. Metacognition is a focus on how a process follows the process, not the way it is performed. The metacognitive process begins with the individual's ability to comprehend, and continues with the use of metacognitive strategies. Strategies used during mental activity in understanding process are called metacognitive knowledge, while the product obtained during and after understanding is called metacognitive experience. Experience contributes to the control and development of metacognition (Flavell 1979; Brown 1987). For example, metacognitive strategy in an narrative text; main characters, event location, time and main theme. The teacher can follow the following steps in the teaching of metacognitive strategies: Determining the strategy to be taught, being a model for strategy, guiding and directing the teacher to practice while watching the students, and giving feedback by the teacher and his peers. These steps should be evaluated one by one. The teacher should make the necessary summarization of the text that the learner listens to, discuss with peers, and guide them to integrate their new knowledge with their experiences. Thus, a pupil with advanced metacognitive skills will be able to succeed in the understanding process more successfully. (Melanlioglu 2011). Metacognitive strategies improve learners' understanding of meaning, tracking what they do not understand and reading text, and reading text. Pressley and Afflerbach (1995) distinguish three groups of metacognitive strategies that can help to understand what they read. These are planning, monitoring and evaluation strategies:

Planning Strategies: Strategies used by readers prior to reading. Planning strategies used by high-literacy readers prior to reading: Preliminary information mobilization, textual review, establishing a relationship between text and text, establishing a relationship between the text and itself.

Tracking Strategies: Strategies that are often used during reading - help build the reader's sense of meaning and provide meaning in places that are not understood. Strategies used by high-literacy readers in reading the metacognitive skills: extracting the meaning of words, questioning, reflection, monitoring, summarizing, finding important information.

Assessment Strategies: The assessment strategies used after the reading is completed allow the reader to look at the text critically and to arrive at a cognitive or affective decision. Strategies that metacognitive skills are used by high readers after reading: Thinking like writers, textual assessment, use of information is predicted.

Metacognitive skills that can be gained in the understanding process can be summarized as follows: determination of purpose, understanding of transmission, concentration of attention by extracting details, self-monitoring, determining the degree of attainment of specified goals, Cakiroglu and Ataman (2008) found that a significant difference was observed in favor of the experimental group in terms of the level of understanding achieved between the experimental group in which the experimental group was taught and the control group in which the experimental group was not taught, and the metacognitive strategy used by the students with low comprehension level was reading and understanding them that they gain skills such as setting goals, making plans, controlling themselves and processes, self-evaluation, and increasing the level of understanding that they are reading low. Kuruyer and Ozsoy (2016), who study the metacognitive reading skills of good and poor readers, argue that participants who showed weak reader characteristics can not distinguish important information from insignificant information, that they can not control their understanding process in the order in which they read it, and that they have difficulties in the sense of reading as well as reading , showed metacognitive reading skills during reading and after reading, and weaker readers did not show metacognitive reading skills. Melanlioglu (2011) determined that there is a significant difference in the listening skill between the students who did and did not perform the strategy training. Ozbilgin (2009), in his study; listening to the questions about the material he listened to during his listening with metacognitive strategies training influenced positively; and that this success continued after the implementations. Goh (2008) has benefited from student journals that helped to recognize the metacognitive process, and stated that using diary in listening training increases the metacognitive awareness in the students. In the study of Imhof (2000), students were informed about listening strategies throughout the lesson, followed closely with interest, asking preliminary questions, and careful technical selection prevented distracting attention in listening ability. Students also pointed out that these strategies helped to prevent distraction, increase understanding, and remind knowledge. In the study performed by Tutunis (2001); the experimental group and the control group read the texts from the textbook for four hours a week and observed that the experimental group's listening performance improved from the metacognitive strategies in the experimental group. In Coskun's (2010) study, he investigated the effect of training on metacognitive listening strategies, and found that the experimental group had a statistically significant better outcome on the test.

Fifth Sub-Problem: In which frame can the problematic generalization of 100 essential readings be dealt with in the education process of the Turkic?

One of the most important elements of children's and young people's acquaintance with reading and reading habits is child and youth literature. According to Sever (2003), "children and youth literature is the general name of products that enhance and enhance the level of appreciation of children's and young people's linguistic and visual communication, the artistic qualities of their worlds of emotion and thought, in accordance with their language development and comprehension levels. it can be expected that reading habits will develop as a result of reading their products and improving their liking. "Children's books, which have the value of language, literature, art and aesthetics and aim to educate sensitive and sensitive individuals, listening, reading, writing, thinking and criticism "(Şirin 2007). "Young people in Turkey are enough books to read or can not perform skilled reading." There have been many studies that have reached the main idea (Soysal 1988; Dokmen 1990; 1994; Yilmaz 2002; Sirin 2006; Arici 2008, Acat, Demiral, Arin 2008, Tanju 2010). The Ministry of National Education has prepared the list of recommendations for children's literature for the textbooks that will be the source of the reading program and the textbooks to be taken to the Turkish textbooks. and the list is prepared. These 123 books are listed on priority authors. Then a new commission was established within the Ministry and a list of "100 essential readings for elementary school students" was identified and explained. Primary education 5,6,7,8. (MOE, 19.8.2004 / 60th Issue), which is

not included in the booklet general list to be read for the classes except "30 minutes of" Reading Time "application," Turkish class is related to curriculum and taught "and" Attention of students to class levels and teaching programs by classroom teachers " 100 Essential Readings to be Treated in Secondary Schools). No method or model has been specified to determine what qualities are selected for the 100 essential readings and how to read these books. 'Primary School Turkish Teaching Program and Guide' gave general information with the acquisition of reading skills. But the reading program which determines the method and model to read the list of 100 Essential Readings did not establish a relationship (Sirin 2007). As you can see, the list of 100 essential readings is incomplete in terms of infrastructure. 100 Essential Readings was not prepared considering the Turkish teaching model prepared according to the constructivist, learning-teaching activities and thematic approach. Most of the books on the 100 Essential Readings Feature List do not fit the content of children's content. In the 100 Essential Works Report, 22 books were identified that did not fit the reality of the child in terms of content, narration and theme, and the fact that these books were brought to the status of compulsory books was a heavy work and punitive burden for the children; and that the use of the contents of these books in literacy and literacy teaching will prevent the child from establishing relationships with literature and books (Child Foundation 2009). Another difficulty with the books in the 100 Essential Readings is that some books in the books serve to spread the colonial policies of the West. However, the main purpose of the 100 Essential List of Readings, which is generally prepared in connection with this purpose, is "to train individuals with national, moral and moral values" (MOE 2006). But how to raise such a person with selected works is open to debate. For example, in the Eighty Days of the Revolution, the title book tells about British expansionism, how the British exploited India, and why India should be exploited in a more explicit way. In addition to not knowing which texts to use in works that are arranged as electives, the most common spelling and punctuation mistakes in the works are also troublesome in the selection of 100 essential readings. Copyrighted books are printed without any measure, nor are they given any quality to the reader as a form or content. Another problem that toughens among the many difficulties associated with the 100 essential readings concerns translation books. 100 essential readings have resulted in all the values except for commercial gain being put under the feet by translating the works which are not included in the translator name in any of the twenty-nine works included in the selection. While translated into many classical Turkic languages, it has either been summarized, abbreviated or significantly distorted in terms of content (Children's Foundation 2009). Since living writers are not on the list of works and this list is blessed by parents, administrators and teachers in the schools, writers have difficulty expressing themselves. Many people who do not have an idea about the project regard it as a good writer in this project and the ones who do not name it as a bad writer (Yilmaz 2014). As a result of the review of the literature, the main view is that these books are not in line with the principle of relativity to the child. Many children's writers and academics have pointed out that the necessity of reading these books, which are not known to be "basic" or what qualities they are, is wrong. Despite the fact that all these mistakes are made clear and many suggestions have been made to the Ministry of National Education, these works are still being offered as suggestions in school and classroom libraries. It is a fact that 100 essential readings application contributes to the children's reading habits. However, it is important to note which items should be included in the list. A list formed by academicians and artists can be used as a recommendation and book lists to which the child's relativity principle is applied.

Result

Individuals with skills in critical thinking, creative thinking, communication, problem solving, research, decision making, using information technology, entrepreneurship "(MOE 2006), which use the Turkish language correctly, beautifully and effectively, with the educational programs and Turkish lesson . Four basic language skills should be considered in an integrated, spiral structure in the Turkish education process. Grammar teaching should also be included in this structure. In the Turkish program (2005), spelling is applied when the grammar instruction is defined. The program, in defining the concept of grammar, uses to determine the whole set of rules for correct listening, speaking, reading and writing. This definition is the most basic sub-text of Turkish lessons; but a significant majority of Turkish teachers did not have adequate equipment for the basic approach of the new program, but they could not escape the practice of the behaviorist approach. Teachers carry out Turkish lessons with an approach that sees the student as quietly sitting, reading correctly, fast reading, speaking voice tone correctly, writing as aesthetic structure and formal use. The main aim of teaching Turkish is to make the students competent in their native language skills. Yavuz (2010) states in the form of listening, speaking, reading and writing during the acquisition of mother tongue. A good native speaker should be able to effectively use four basic language skills; because the development of these four skill areas shapes the whole life of the student. The communicative

competence of the individual is related to the interdependent development of these skills; because the development of a skill affects the development of the other skill. Grammar is an area of study that helps to speak correctly, think correctly and write correctly. By teaching correct and qualified linguistic knowledge, students reveal linguistic capacity, usage areas, boundaries and possibilities. Especially in the mother tongue teaching, these activities are supported by spelling and punctuation studies while reaching the targets with understanding and narration activities. (Sever 2000). For many years, linguistic knowledge was perceived only as a set of rules, and it was thought that the teaching process was carried out in order to teach these rules. This can be said to be the biggest mistake in the process. Because it is not the learning of the rules of the teaching of language knowledge; to provide individual hardware for effective communication. Another misconception is that language, in general, has not been associated with other disciplines, either alone or in teaching language. Whereas language in general and language knowledge in particular are interdisciplinary disciplines, they affect all other disciplines. So, from a student who can not grasp the pool systematic problems of Turkey's geographical features of the language or the clutch is not expected. At the heart of the problems of teaching foreign languages (English) in schools lies the problems of mother language teaching. The best learning of an individual in another language is limited to the best use of his / her own language. It is not possible for the individual who does not dominate the characteristics of his language to succeed in a foreign language. Because, before the individual learns another language, he thinks, interprets, and learns according to the logic of his own language. An individual who is not a judge of his own language can not learn because he can not understand the rules of a foreign language with his own language. In the 1981 program, a new programa was needed because the student was passive, not to be put in the center of education, not to match this understanding with modern education theories and not to get enough efficiency. In the behavioral approach, the deduction method is used. The teacher gives the rules first. Then the examples are reinforced, asking questions and receiving feedback. According to the answers given, it tries to find out how much the learning takes place.

This approach creates a system that emphasizes reading, writing skills and student oriented memorization. For this reason, the achievements can not be misled by the student and can only be passed on with test anxiety. The teacher usually uses the method of narration. This method is a method which is preferable to crowded classrooms, which can provide a low cost, time saving, classroom arrangement. However, students have limitations in meeting their interests and needs. The long-lived narration method causes the student's interest to dissipate and remain passive in the course environment. Repetition begins to become boring after a while. Most of the teachers think of language knowledge as a separate course and do not include it in Turkish language. The problems identified in the teaching of linguistics are as follows: Teachers are taught in the way of teaching linguistic knowledge to them or taught in books, unaware of the contemporary theories of teaching linguistics, ie, contemporary theories. Teaching knowledge of the language based on memorization is done. Differences in terms of definition, terms, and classification between teachers and authors of linguistic books create confusion in the minds of students and make main language learning difficult for the learners. The fact that the language is not well learned causes shortcomings in speech and writing. The approaches that language science put forward are not reflected in language teaching and Turkish language knowledge books. In the books of language knowledge, the topics are approached in terms of form or meaning, which causes contradictions. Vocabulary teaching is regarded as a necessity for language education and this view is defended by experts. However, how to teach vocabulary in programs is not explained adequately. When the applications are examined, it is seen that there are different understandings. Various opinions have been put forward regarding the purpose of word teaching and the choice of words to teach the student. In some applications, words are treated as goals and students are asked to memorize them by giving word lists. In some applications, the words are taught to change the behavior and understanding of the text well. In some, the word is treated as a tool, and words are taught that the student can use for life and develop various skills. This situation is also seen in word teaching approaches and methods. In some approaches, students are taught frequently used words that are necessary for everyday communication with the students, while in some the words in the dictionaries are preferred. In some applications, the development and the situation of the student are not taken into consideration at all, and in some cases words are selected according to the needs and priorities of the students, language, mental and social development, interests, level and occupation selection and usage purposes. These practices emphasize the importance of recognizing the word, placing the mind, actively using it, and developing the mental dictionary. In addition, vocabulary skills and levels to be developed in students are determined and put into practice in textbooks. Thus, students are expected to learn more than one language at an early age with a large number of words, to develop themselves at a high level and to be successful. In today's Turkish education process, ignoring the development processes of metacognitive skills causes students to be able to

perform simple operations while failing at high level skills. Students are far from being an individual asking, questioning, thinking critically, taking a responsibility for learning, and knowing where and how to get the right information. This is mainly due to the fact that the activities in the Turkish lessons and workbooks are simple, non-specific and repeatable. The results of the PISA show that Turkish students have made simple transactions; but fails in complex operations. As a result of the review of the literature, the main view is that these books are not in line with the principle of relativity to the child. Many children's writers and academics have pointed out that the necessity of reading these books, which are not known to be "basic" or what qualities they are, is wrong. Despite the fact that all these mistakes are made clear and many suggestions have been made to the Ministry of National Education, these works are still being offered as suggestions in school and classroom libraries. It is a fact that 100 essential readings application contributes to the children's reading habits. However, it is important to note which items should be included in the list. A list formed by academicians and artists can be used as a recommendation and book lists to which the child's relativity principle is applied.

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