

## Examining the Use of Biographies, One of the Turkish Language Teaching Methods, in 5th and 6th Grade Textbooks

*5. ve 6. Sınıf Ders Kitaplarında Türkçe Öğretim Yöntemlerinden Olan Biyografilerin Kullanımının İncelenmesi*

### ABSTRACT

Educational materials are of great importance in order to carry out educational activities in a healthy and efficient way. Teaching Turkish language in the twelve-year compulsory education process is very important for individuals to provide communication in the society to which they belong, to shape their views and thoughts about life, and to develop positive and constructive attitudes towards nature, society and the world we live in, starting from the first grade of primary school. The main purpose of the study is to examine the use of biography in 5th and 6th grade Turkish textbooks in the 2022/2023 academic year. In the research, the document review method, one of the qualitative research methods, was used. Primary education Turkish 5th and 6th grade textbooks prepared by the Ministry of National Education (MEB) were used as documents in the research. The data obtained as a result of the research were analyzed by subjecting content analysis. According to the results of the research, it was seen that there were 21 biographies in the 5th grade textbook and 14 biographies in the 6th grade textbook, a total of 35 biographies. Of the 35 people used, 30 are male and 5 are female biographies. In addition, it was observed that 30 of the 35 people whose biographies were used were domestic and 5 were foreigners. According to the results of the research, suggestions were made to include more biographies of females and foreigners.

**Keywords:** Teaching Turkish, Turkish textbook, Biography

### ÖZET

On iki yıllık zorunlu eğitim sürecinde Türkçenin öğretilmesi, bireylerin ait olduğu toplumda iletişimini sağlaması, hayata ilişkin görüş ve düşüncelerini şekillendirmesi, doğaya, topluma ve dünyaya karşı olumlu ve yapıcı tutumlar geliştirmesi açısından oldukça önemlidir. ilköğretim birinci sınıftan itibaren yaşıyoruz. Araştırmanın temel amacı 2022/2023 eğitim-öğretim yılında 5. ve 6. sınıf Türkçe ders kitaplarında biyografi kullanımının incelenmesidir. Araştırmada nitel araştırma yöntemlerinden biri olan doküman inceleme yöntemi kullanılmıştır. Araştırmada doküman olarak Milli Eğitim Bakanlığı (MEB) tarafından hazırlanan ilköğretim Türkçe 5. ve 6. sınıf ders kitapları kullanılmıştır. Araştırma sonucunda elde edilen veriler içerik analizine tabi tutularak çözümlenmiştir. Araştırma sonuçlarına göre 5. sınıf ders kitabında 21, 6. sınıf ders kitabında ise 14 biyografi olmak üzere toplam 35 biyografinin yer aldığı görülmüştür. Kullanılan 35 kişiden 30'u erkek, 5'i kadın biyografisidir. Ayrıca biyografilerinden yararlanılan 35 kişiden 30'unun yerli, 5'inin ise yabancı olduğu görüldü. Araştırma sonuçlarına göre kadın ve yabancı biyografilerin daha fazla yer alması yönünde önerilerde bulunuldu.


**Anahtar Kelimeler:** Teaching Turkish, Turkish textbook, Biograph

### INTRODUCTION

Educational materials are of great importance in order to carry out educational activities in a healthy and efficient way. Textbooks are significant part of educational materials. The high quality of textbooks undoubtedly increases the quality of educational processes. The results of the study conducted by Ceylan, (2023) et al. revealed that the importance of educational materials increased further with the pandemic process. In addition, the examination of textbooks, which are indispensable for education and training processes, and making them more efficient are also of vital importance for educational studies.

Although biography is frequently used in the field of education as a literary genre, it is an educational tool that is not only used in the field of literature, but is also used quite easily and easily in all courses of education and training studies. Biography, which is defined as the resume and life history of individuals in the Turkish Language Association Dictionary (1998), is defined as the literary genre that examines the lives of people who have become

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famous for their lives and their individual actions based on official documents (Oğuzkan, 2001). To explain the biography with a different definition, we can say that the lives of people who come to the fore with their works and lives in fields such as scientific, artistic, literary, political and sports on behalf of their countries and who have gained a reputation in the society are evidenced by documents (Kaymakçı and Er, 2009).

Depending on the results of the studies on this subject, it is possible to list these benefits as follows: With the biographies used in the courses, the focus is on the lives and achievements of the people who are accepted and respected by the society and their achievements. Along with a historical presentation of the lives of the people subject to the biography, the goals and behaviors to be given to the students are presented bilaterally. With the use of biographies in textbooks, the people who are the subject of the biography are carefully selected for the subjects covered in the appropriate learning area and units. The biographies aim to provide a more fun, more effective and more permanent historical teaching while conveying the exemplary lives of people who are appreciated and gain the love, respect and sympathy of the society, especially with their studies adopted by the society. They allow the people who are considered famous by the society, which is the subject of the biographies, to learn the information and documents to be transferred to the students more easily, permanently and behaviorally with their exemplary lives. However, it is possible to say that one of the main purposes of the use of biography in Turkish is to develop critical thinking aspects more by making various inferences by comparing the lives of the students, the people whose biographies are used, and the situations they are in. With the biographies presented with appropriate subjects, it is aimed to develop values such as making more accurate decisions by empathizing with students by examining the lives of people and making various inferences from these lives, loyalty to the homeland and a sense of love for the nation that is expected to be found in every member of the society, and loving the nation and the state by respecting the social history and past of the nation.

Since the subject of the biography is people and their actions, the people whose lives are examined may also be locally or nationally recognized people who have been adopted by the society with works that will set an example for the society they are highly recognized in. Therefore, the use of biographies in Turkish, which is one of the most basic courses taught in order to raise good and responsible individuals in the education studies given at all levels of educational institutions, is given great importance and the biographies of exemplary people who are useful to the society are used significantly in textbooks (Öztürk and Otluoğlu, 2003). It is quite common to use biographies about the teaching of Turkish to students in educational institutions thanks to the above-mentioned situations. However, it is possible to say that there are many benefits in teaching, reinforcing and transforming the behaviors aimed to be taught to students in Turkish.

Depending on the results of the studies on this subject, it is possible to list these benefits as follows:

The biographies used in the courses generally focus on the lives of people who are accepted and respected by the society with their studies and achievements. At the same time, with a historical presentation of the lives of the people who are the subject of the biography, the goals and behaviors to be given to the students are presented bilaterally. The subjects of the biography are carefully selected for the appropriate learning area and the subjects covered in the units, and it aims to provide a more fun, more effective and more permanent historical teaching while conveying the exemplary lives of the people who are appreciated and gain the love and sympathy of the society, especially with their studies adopted by the society. The exemplary lives of the people who are considered famous by the society, which is the subject of the biographies, allow them to learn the information and documents to be transferred to the students more easily, permanently and behaviorally. In addition to all these, it is possible to state that one of the main purposes of using biography in Turkish course is to compare the lives of the students, the people whose biographies are used, and the situations they are in, and to make various inferences and to develop critical thinking aspects by thinking more critically in an individual sense. At the same time, with the biographies presented with appropriate subjects, students are expected to develop values such as making more accurate decisions by examining the lives of people and making empathy by making various inferences from these lives, loyalty to their homeland and a sense of love for their nation, and loving their nation and state by respecting the social history and past of their nation.

In the studies of Öztürk and Otluoğlu (2003), the types of biography used as a teaching technique in textbooks and the development of biography in Turkish Literature are explained, and how and in what form biographies will be used in the goals and behaviors to be achieved in the teaching of Turkish courses determined by the Ministry of National Education are explained in detail.

## CONCEPTUAL FRAMEWORK

### Other Methods and Techniques Used in Turkish Courses

As a result of the evaluations made on teaching Turkish courses at both primary and secondary school levels, it is seen that many methods and techniques are used by classroom teachers in primary school Turkish teaching and by branch teachers in secondary school Turkish teaching. The studies show that these methods and techniques used in Turkish teaching have very positive results in increasing students' course success and have a shaping effect on students' behaviors in their later lives. A few methods and techniques used in the Turkish course are emphasized below and brief information is given about the effect of these methods and techniques on the success of the students.

#### Plain Explanation (Takrir) Method

Takrir, which is frequently used in Turkish courses, is the method of explaining the subject to be told by the teacher. Although it is frequently used in education and training studies, it should not be used unless it is compulsory. Because in the takrir method, the people who tell are active and the people who listen are passive, while the teachers teach the courses with the representation method, the students who are constantly active are passive. Since this creates a situation contrary to the nature of learning, it makes educational studies boring and uniform, and since the information to be learned is presented to the student ready-made, the information obtained cannot be permanent. However, of course, the takrir method should not be seen as a completely unnecessary method. If we refer to the advantages of the takrir method when using it, especially explaining the most important parts of the subject to be taught, providing more information in a short time, explaining how the stages of education and training studies will be carried out and enabling the information intended to be taught to be summarized and presented are the strengths of this method. (Ünalın, 2001).

#### Discussion Method

The discussion method can be defined as the method in which a subject, thought or problem given by the teacher during the lesson is discussed and discussed by the students in the classroom, and the solution is produced by revealing the ideas of the students about the solution of the given problem. While discussing the subject here, the teacher intervenes with the opinions of the students from time to time in order not to go beyond the boundaries of the subject, directs them from time to time and helps the subject to the end with some tips. One of the most important features of the method is that the communication between the teacher and the student is strong, the student shares sections from his/her own life, thus allowing the teacher to get an idea about the student. In addition, another remarkable feature of the method is that the student is provided with the opportunity to both listen and speak, and to express and comment on their ideas (Demirel, 1999). While Turkish teachers give the achievements of various themes in Turkish lessons in the 5th, 6th, 7th and 8th grades of secondary school, they can frequently resort to this method in order to contribute to the language development and speaking skills of students while giving unprepared speeches or answering questions about texts, to help them express themselves correctly, to listen to their thoughts and to teach them to apply respectfully.

#### Collaborative Teaching Method

The aim of this teaching method is to bring students closer to human relations by removing them from stress on the basis of learning by doing and experiencing in order to gain a sense of belonging to the class they are enrolled in and the educational institutions where they continue their education. However, with this teaching method, it is mainly aimed to create the basic structure of a society that learns and internalizes democratic life by students starting from kindergarten. According to the outputs of the study of Barth and Demirtaş (1997), the cooperative teaching method is a teaching method that aims a more permanent learning with the basis of learning by doing and experiencing by strengthening the team spirit, especially in group work. Klinger, Vughne, Shay Scum (1998) conducted a comprehensive study on this teaching method. They completed their study with 141 students. According to the results of this study conducted by Klinger, Vughne, Shay Scum, it was determined that when discussions about the interest of students who are important for students and the issues that concern them more are opened, these students ask questions that show that they perceive the subject at a higher level, on the contrary, they ask questions that are not important for students, that do not attract their attention and that show that they perceive the subjects they are not interested in at a lesser level. Again, according to the results of this study, it was observed that the experimental group understood the subjects they read better and made better sense of the subject contents with their collaborative studies, and that they developed more positively in terms of their success in obtaining information about the subject studied compared to the control group. In a similar study, Lederer (2000) conducted an experimental study with students who had difficulty in learning the subjects related to the 4th, 5th, and 6th grade

Turkish courses. This study is based on the mutual learning of the students participating in the experiment and their reading by understanding. In this study, the students who have difficulty in learning the subjects in the Turkish courses are grouped according to certain criteria and the leader is determined for each group by assigning different assignments to each group and this group leader distributes the subjects determined by the teacher to the students in his/her group, and the students learn this subject given to them by the group leader in depth and summarize it and explain the most important points to the members of the other group and ultimately help the members of the other group to learn this subject by explaining the subject they have learned to the other students. According to the results of this study conducted with 128 students, findings in favor of the learning level of the experimental group were reached. While the cooperative teaching method distracts students from exhibiting self-centered behavior, it is possible to say that it will contribute to these students' positive attitudes towards the Turkish lesson.

### Q&A Method

Regarding the question-answer method, it is aimed to enable all students in the classroom to make different interpretations in response to the question asked in response to the question asked, not to answer the question exactly as in the question-answer logic applied in the Turkish lessons in the classical sense. With this method, students are expected to gain high-level thinking skills such as making correct inferences based on interpretation by creating a suitable discussion environment for the classroom with the questions asked against the classroom and reaching the expected results with the appropriate guidance of the teacher. We can say that it is one of the most active learning models regarding the question-answer method, which is one of the most used education methods in educational studies. With this method, which can be used in all lessons, when instant questions are asked about the topics taught by the teacher, it directly activates the students' minds and supports student-centered learning, enabling students to think actively. The questions asked according to the question-answer method are relatively divided into two. The first type of questions is the "simple question", which helps students to learn in a short way by asking questions, and the second type of questions is the "complex question", which enables students to think at a higher level and bring more than one different interpretation to the questions asked. "Complex questions" are vital for active learning by requiring high-level thinking" (Alperen, 1991).

### Multiple Intelligence Method

Individuals learn from each other in different ways from birth to death, in short, as long as they live. Yılmaz (2002) conducted a study on the use of multiple intelligence method in primary school 5th grade Turkish course teaching. In the study, in which Yılmaz applied the multiple intelligence method to 16 students, he proved that there was a significant difference in favor of the experimental group. According to the data of this study conducted by Yılmaz with 16 students, it was clearly seen that different types of intelligence were dominant in each student. In the study, it was concluded that the mathematical, musical, visual and physical intelligence of the experimental group students were dominant; as a result of the study, it was concluded that the activities in which the students exhibited the best learning and remembered the best were in parallel with their own dominant intelligence group, which distinguishes the students from other students. According to the results of this study conducted by Yılmaz, it is possible to say that the multiple intelligence method will positively improve the general learning levels of the students by supporting the dominant intelligence types of the students who learn this course by using this method in the Turkish course, and that it can make a positive contribution to Turkish teaching as a result of designing and conducting activities for these intelligence types in the Turkish course.

### Problem Solving Method

The problem solving method, which is used effectively in many courses, is one of the most advanced thinking and learning methods that include more scientific thinking processes and skills. The main purpose of this method is to achieve the desired result by focusing on the problems that students may encounter and producing various solutions to these problems with different perspectives. In order to produce different solutions to these problems by focusing on the problems designed for them, students will eventually have to use their minds at the highest level and will be more practical in solving them by constantly improving themselves individually and becoming ready for possible situations they may encounter in real life in the future. Compared to the classical teaching methods used to teach knowledge to students with the problem-solving method, a mental production is constantly expected from students by finding multiple solutions by constantly presenting problems to students. In the study, Kan (2003) concluded that the problem solving method related to the method increased student success in favor of the experimental group. According to the outputs of this study, it is possible to say that the use of the problem solving method in the Turkish course can contribute positively to the students' scientific thinking skills, their participation in scientific study, and their ability to produce solutions to the problems they may encounter in general.



## METHOD

In this section, information about the purpose and importance of the study, the model of the study, the population, the sample and data collection tools, and the analysis of the data will be given.

### Purpose and Importance of the Research

The main purpose of the study is to reveal the use of biographies in 5th and 6th grade Turkish textbooks within the scope of Turkish course teaching. This study reveals the use of biographies in Turkish textbooks in the 5th and 6th grades of secondary school and is important for the development of biographies, which are one of the teaching methods of Turkish language.

### Research Model

In this study, the document analysis method, which is one of the qualitative study methods, was used. In the document review method, a literature review is made on the subject to be investigated and different written and visual materials such as archive records, books, journals, biographies, diaries, letters, if any, are examined (Balci, 2001). However, while Kırıl (2020) considered document analysis as a qualitative data analysis method, O'Leary (2017) focused on document analysis as a data collection technique and also as an indirect data analysis method. In this study, the reason for choosing the document analysis method is its suitability for the purpose of the study as a method and its suitability for examining the textbooks to be evaluated within the scope of written material.

### Data Collection Tools

In the study, the books used in the Turkish course published by Anıttepe Yayıncılık in the 5th grade and the books used in the Turkish course published by the Ministry of National Education Publications in the 6th grade of the schools affiliated to the Ministry of National Education in the 2022/2023 academic year were used as data collection tools.

- ✓ MEB. (2019). Primary Education 5 Turkish Textbook. Ankara: Anıttepe Yayıncılık Eğitim
- ✓ MEB. (2021). Primary Education 6 Turkish Textbook. Ankara: Ministry of National Education Publications

### Limitations

The research was limited to 5th and 6th grade Turkish textbooks distributed by the Ministry of National Education and taught in public schools in the 2022/2023 academic year and this academic year.

## FINDINGS

For the purposes of the study, the 5th grade textbook of the Turkish course was examined, and the biographies used in the themes of the textbook were specified in Table 1, respectively, and the following findings were reached by subjecting them to document analysis:

In line with the purposes of the study, by examining the 5th grade book of the Turkish course, the biographies used in the themes of the textbook are specified in Table 2, respectively, and the following findings were obtained as a result of the analysis of the documents:

**Table 1:** Turkish 5th Grade Textbook Biography Use

Theme	Text	Person
Individual and Society	Memleket İsterim Hoşça Kalın Güle Güle Anadolu'da Konukseverlik Gelenekseldir	Cahit Sıtkı Tarancı Feyza Hepçilingirler Mehmet Önder
National Struggle and Atatürk	Mustafa Kemal'in Kağnısı Dumlupınar Savaşı Şahin Bey	Hüsnü Dağlarca Ahmet Köklügiller Şahinbey
Our Nature and Universe	Bu Nehir Bizim Okland Adası Deprem Sakın Kesme	Nuran İbiş Gülten Dayıoğlu Anita Ganeri Mehmet Emin Yurdakul
National Culture	Kilim Vatan Yahut Silistre Ali Kuşçu	Namık Kemal Fatih Kısaparmak Ali Kuşçu
Citizenship	Çocuk Bahçesindeki Bekçi Özgürlük	Üzeyir Gündüz Mehmet Dağıstanlı
Health and Sports	Çitlembik	Hızır Ovacık
Virtues	Yaşlı Güreşçi Yaşama Sevinci	Adnan Özyalçın Muzaffer İzgü
Science and Technology	Aziz Sancar Edison Pastör	Aziz Sancar Edison Pastör

As can be seen in Table 1, the use of biography in the Turkish textbook at the 5th grade level of primary education is presented in detail.

Accordingly, in the 5th grade Turkish textbook, a total of 8 themes were determined: 'Individual and Society, War of Independence and Atatürk, Nature and Universe, Our National Culture, Citizenship, Health and Sports, Virtues, Science and Technology. It was seen that the number of biographies used in 8 themes was 21 in total, and it was determined that 17 of the people whose biographies were used were male and 4 were female. It is noteworthy that the male biographies used in the book are quite high compared to the female biographies. In addition, it was observed that 18 of the 21 people whose biographies were used were Turkish nationals and 3 were foreigners. It has been determined that some of the biographies of the people used in connection with the subjects have been briefly mentioned and some of them have been included in detail. The examination of table 1 indicates that it is noteworthy that the biographies of a total of 4 people were used the most in the theme of "Nature and Universe", and the least in the theme of "Health and Sports", an average of approximately 3 biographies were used per theme in which 1 person was used. This can probably be interpreted as being due to the importance of the units. It has been determined that the biographies briefly mentioned in the book are generally the short biographies of the author of the given text, and the biographies used in detail are the biographies of scientists. In addition, 5th grade students were explained in detail what a biography is and how it can be prepared, and people around them were asked to prepare a biography of what they consider important in terms of implementation.

**Table 2:** Turkish 6th Grade Textbook Biography Use

Theme	Text	Person
Reading Culture	Bu da Benim Öyküm Heykeli Dikilen Eşek	Mine Sosyal Ahmet Şerif İzgören
National Struggle and Atatürk	Türk Askerinin Cesareti Yaşlı Nine	İsmail Bilgin Süleyman Bulut
Science and Technology	Aziz Sancar	Aziz Sancar
Virtues	Sevgi Diyen Çağlar Aşar Gümüş Kanat Balıkçı	Bestami Yazgan Cahit Uçuk La Fontaine
Our Nature and Universe	Merak Ettiklerimiz	Mark Brake
National Culture	Anadolu Ana Dili Kara Tren	Rıza Tevfik Bölükbaşı Bahtiyar Vahapzade Orhan Eren
Health and Sports		
Individual and Society	Sen de Bir İyilik Yap Dostluğa Dair	Necati Güngör Halil Cibran

As can be seen in Table 2, the use of biography in the Turkish textbook at the 6th grade level of primary education is presented in detail.

There are a total of 40 texts in the book examined, including 8 themes and 5 texts in each theme. According to the analysis, the themes used in the biography of the 6th grade Turkish textbook were determined as 'Reading Culture, War on Independence and Atatürk, Science and Technology, Virtues, Nature and Universe, Our National Culture and Individual and Society'. In these themes, a total of 14 texts have been written, respectively, "Benim Öyküm, Heykeli Dikilen Eşek, Türk Askerinin Cesareti, Yaşlı Nine, Aziz Sancar, Sevgi Diyen Çağlar Aşar, Gümüş Kanat, Balıkçı, Merak Ettiklerimiz, Anadolu, Ana Dili, Kara Tren, Sen de Bir İyilik Yap ve Dostluğa Dair". In addition, it was observed that the number of biographies used in 6 Turkish textbooks was 14 in total. When Table 2 is examined, it is seen that the number of biographies according to the themes is used 3 times in the themes of "National Culture and Virtues" and 1 time in the themes of "Reading Culture," "Science and Technology and Nature and the Universe". On the other hand, it is quite remarkable that the only theme that no biography is used is the theme of "Health and Sports". The fact that it is used very little in some learning areas and very little in some learning areas and no biography is used in others is probably due to the difference in the importance given to the units. In addition, the fact that 13 of the 14 people whose biographies were used in the analyzed book were male and only 1 was female is another remarkable finding of the study. As a result of the analysis, it was seen that 12 people from the biographies of the people used were domestic and 2 people were foreign. In addition, there are personal biographies in the form of visuals in some texts and listening texts in others. Again, in the book, it was seen that 6th grade students were simply explained what the definition of biography was and how it could be prepared in a way that 6th grade students could understand, and reinforcement studies were carried out with practices such as asking people around them to prepare a biography of what they considered important and making a presentation in front of the classroom.

## CONCLUSION, DISCUSSION AND RECOMMENDATIONS

Although biography is frequently used in the field of education as a literary genre, it is an educational method not only used in the field of literature, but also used in all courses of education and training studies. In this study, the use of biography in primary school 5th grade Turkish textbooks within the scope of the Turkish Course Curriculum was examined.

The study was carried out with the document analysis technique, which is one of the qualitative study methods. The book examined in this study was examined for the 6th grade distributed by the Ministry of National Education to public schools in the 2022-2023 academic year, and the textbooks published by Ankara-Anıttepe Matbaacılık ve Yayıncılık, which are taught in the 5th grades.

When the 5th and 6th grade textbooks examined within the scope of the study were evaluated in general, it was determined that the use of biography was very intensively included in the 5th grade textbook using 21 biographies, while in the 6th grade textbook, 14 biographies were used and very little compared to the use in the 5th grade. The biographies used were not distributed equally to the units, and it was determined that some units were used a lot, some were used a little, and some units were not used at all. It is noteworthy that 17 of the 21 people from the biographies used in 5th grade Turkish textbooks were male and 4 were female, while 13 of the 14 people from the biographies used in 6th grade Turkish textbooks were male and 1 was female, and the number of males in the distribution of biographies is high. A total of 35 people's biographies were used in both books examined, and it was observed that 31 of these people were male and 4 were female, and the number of biographies of males used were quite high compared to those of females. In addition, from the 35 biographies used, it was determined that 30 people were Turkish nationals and 5 people were foreigners, and the number of biographies of Turkish nationals used were quite high compared to those of foreigners. The biographies used in both books examined in general are expected to identify with the students by selecting them from the people they will take as examples. In addition, it was observed that the biographies were supported with visual materials in order to be permanent in the minds of the students. Yiğittir and Öcal (2010) reached a similar conclusion by finding that primary school 6th grade students increased their diligence by taking as an example the exemplars whose biographies were given. When the number of biographies used according to the themes in the 5th grade textbook was compared, it was determined that the least number of biographies were used once in the theme of "Power, Management and Society", and the most number of biographies were used 5 times in the theme of "Science, Technology and Social Life". In this case, it is possible to say that the use of biography in both textbooks is used more and less than the units given importance.

Teaching the lessons to the students in a more permanent way with the use of biography, thus providing detailed information about the personalities who have made valuable contributions to the subject in the past. Thus, it is thought that students will achieve the desired gains by taking as an example the valuable people for the society

whose biography is used. In a similar study conducted by Er (2010), it was determined that primary school students considered the people they wrote as role models by studying and writing the biographies of people who are exemplary in society and who arouse curiosity with their lives. In addition, the fact that there is a positive relationship between success and diligence in the opinions of these people about the characteristics reveals the importance of using biographies in textbooks. In addition, as a result of Doğan and Er Tuna's (2023) research on the use of biography in textbooks in secondary school Social Studies teaching, they revealed in detail the use of biography in the 4th, 5th and 6th grade textbooks they examined, and the biographies used in the textbooks and They drew attention to the biography method.

Based on the outputs of the study, the following suggestions were made for a more effective Turkish teaching on students:

In the study, it has been determined that there is a great difference in the use of biographies of males compared to females. In this case, more biographies of females should be included in the use of biographies of females in Turkish textbooks, and the number of uses of biographies of males and females should be as equal as possible.

In the study, it has been determined that there is a great difference in the use of biographies of Turkish nationals compared to foreigners. In this case, biographies of world-renowned people can be searched in Turkish textbooks and biographies of people who will attract the attention of students can be included more.

Again, in both books examined, it was determined that a lot of biographies were used in some units and no biographies were used in some units. Considering the effect of the use of biographies of appropriate people in appropriate units on the positive and permanent learning of the students in the textbooks, sufficient space should be included in all units covered in the textbooks.

It should give the necessary importance to courses related to biography during the preparation and planning of in-service training courses of the Ministry of National Education.

In other textbooks, studies should be carried out to develop the biographies of people who live and will arouse the curiosity of students in accordance with their interests and orientations.

While teaching Turkish, more than one method and technique can be used together with the biography that will support the biography technique, and suggestions can be made to make more use of the internet and interactive boards in the courses.

#### **Declaration regarding Contribution Rate**

All authors who contributed to this work contributed equally.

#### **Declaration regarding Conflicts**

In this work, the authors declare that there is no interest relationship between them.

#### **Ethical Declaration**

The authors involved in the writing of this article declare that there is no need for the approval of the ethics committee for the materials and methods they use in their studies.

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