

COMPARISON OF TURKISH TEXTBOOKS TAUGHT IN THE OPEN AND FORMAL SECONDARY SCHOOLS

Dr. Yıldız Yenen Avcı
MEB
y_yenen@hotmail.com

Abstract

In this study, Turkish textbooks taught in the open and formal secondary schools were investigated in terms of “section break evaluation questions” and in this questions the ratio of understanding and analyzing the text were tried to be determined. The universe of this study is comprised of 7th grade textbooks anticipated to be studied in 2015-2016 Education Year.

In the open secondary school Turkish textbooks questions about understanding and analyzing the text have ratio of 1.98%, in spite of that knowledge evaluation questions have 98.11% ratio. 34.37% of knowledge evaluation questions are about memorizing the knowledge. It has also focused on the possible causes of the problem in this book which almost does not contain important issues like understanding the text, construal, questioning. In accordance with this purpose questions that are prepared by MEB are also included. In the analysis on the questions of three semesters from 2014-2015 Education year it has been identified that prepared exams are in partly better condition than books in means of understanding and analysis of the text (18.33%), in means of measurement of theoretical knowledge are parallel with open secondary school Turkish textbooks (30%). In formal education Turkish textbooks, it can be seen that questions about understanding and analyzing the text has a high ratio (54.32%).

Keywords: Turkish textbooks, section break evaluation questions, comprehension and analyzing the text.