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Examination of Turkish Lessons Applied in Science and Art Centers*

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Abstract

This research aims to examine Turkish lessons implemented in science and art centers. The research is in the case study type, one of the qualitative research methods. The study group of this research consists of 4 Turkish teachers and 59 students working at the science and art center in the Yozgat province. In this research, interview and observation methods, which are qualitative data collection methods, were used. Interviews were held with Turkish teachers. Turkish lessons in science and art centers were monitored with an observation form. Classes are held five days a week in science and art centers. The general aim of Turkish lessons in science and art centers is to implement activities that will enable students to realize and develop the skills they have. The materials used in Turkish lessons in science and art centers are as follows: activity books, Turkish supplementary course materials, interactive board, computer, and books. Teachers must be creative. Teachers must be well-equipped and researchers. Turkish support book should be developed. Twenty percent of the students in the class can participate in the science and art center exams. Eighth grade students at the science and arts center may be absent due to central exams. It is necessary to reduce this absenteeism. It is recommended that Turkish teachers working in science and art centers be selected among teachers with master's and doctoral degrees. All students who want to take the science and art center application exams should be able to participate.

Keywords: Science and art center, Turkish lesson, application.

Introduction

Science and art center; attending formal education institutions; It is an institution opened to provide support education services to students who are specially talented in general mental, visual arts, or musical talent areas, to develop their talents and use their capacities at the highest level (Special Education Services Regulation, 2018). Considering that 57.360 selected students received education in 182 science and art centers in the 2019-2020 academic year, the importance of these schools can be better understood (Ministry of National Education Strategy Development Directorate, 2020). The aims of science and art centers are stated as follows: In line with the general aims and basic principles of Turkish national education, the educational services offered in science and art centers and special talented students; to grow up as productive, problem-solving, self-actualized individuals who combine scientific thought and behavior with aesthetic values, and to realize their talents and creativity at an early age and use them at the highest level. Acquire creative thinking, discovery, invention, success in social relations, innovation, leadership, communication, and artistic skills. It is aimed at helping them to gain scientific study discipline in line with their special abilities, to think interdisciplinary, to solve problems, and to realize projects to meet determined needs (Science and Art Centers Directive, 2023). If individual differences in education reach certain levels, the education of students with special needs comes to the fore. Developments in the direction of these students receiving a different education from their peers or receiving supplementary education along with the education they receive with their peers have led to the emergence of educational institutions for the gifted. Schools that have an important place in the education of gifted students in Türkiye are science and art centers. Science and art centers play a role in the education of these students from their diagnosis of giftedness to university age (Vuran & Ünlü, 2013). Education and training environments in science and art centers are prepared to support the development and learning characteristics

of specially talented students, suitable for individual education and group education. Education and training environments are equipped with rich tools and materials to identify different areas of interest and talent and to develop high-level thinking skills (Science and Art Centers Directive, 2023). In this context, the kind of special education that students who are identified as gifted can receive in the support education rooms of their schools, as well as in these schools, should also be evaluated. The education of gifted individuals is important for countries in many different dimensions. Gifted people act as forward carriers in social and economic developments. The importance of gifted individuals in the development and development of countries with their innovative and creative work in many fields has been expressed (Alevli, 2019). Gifted students; have high performance capacity in areas related to general intellectual skills, specific academic skills, creative and productive thinking, leadership skills, visual-applied arts, and psychomotor skills (Davis & Rimm, 2004).

The following points are taken into account in the execution of education and training services at the science and art center (Science and Art Centers Directive, 2023): Education and training activities to be held at the science and art center are planned to take place on weekdays and/or weekends, outside the hours when the student receives formal education. To realize original products, projects, and productions, a project-based, interdisciplinary, enriched, and differentiated education program appropriate to the abilities of the students is applied and educational activities are organized. Education and training services at the science and art center are provided in the form of individual and/or group education. Education and training activities are carried out according to the common annual work calendar prepared by the Ministry during the academic year. In addition, summer schools, winter schools, and student camps can be organized during midterm, semester, and summer holidays. Students registered at the science and art center; are included in adaptation, support training, awareness of individual talents, development of special talents, project production, and management programs. Kirk and Gallogher (1989) gifted and specially talented child; defined as a child who demonstrates a high performance capacity in areas such as intellectual, creative, artistic, or leadership, or who needs activities and activities in specific academic areas that he cannot obtain at school to fully develop these capacities. These children are different and developed in many respects compared to their peers.

Special education for gifted individuals is as important socially as it is individually (Bilgili, 2000). Education and training programs to be implemented in the science and arts center are prepared and developed within the framework of the following principles (Science and Art Centers Directive, 2023): The programs are designed to be developed under the guidance of relevant class/branch teachers, in a student-centered and interdisciplinary structure, suitable for individual learning, and students' effective problem solving skills. It is prepared by differentiating and enriching them according to their interests, abilities, and potentials, to enable them to acquire the high-level mental, social, personal, and academic skills they will need in adulthood, such as decision-making and creativity. Planning, implementation, and evaluation stages are carried out in a way that ensures that students are raised as individuals who learn by doing, experience, produce solutions to real-life problems, think creatively, communicate with their environment, and make scientific research and inventions. Programs to develop special talents are prepared and carried out to provide in-

depth and advanced knowledge, skills, and behavior in any discipline, taking into account disciplinary and interdisciplinary approaches. While preparing training programs, attention is paid to the planning and implementation of activities that enable the development of high-level thinking skills. Project production and development activities are the basis of all activities carried out. In the implementation of educational programs, scientific, artistic, cultural, etc. cooperation is made with universities, institutions, and organizations. Cooperation is made on issues. Parents have an important role in the education and development of gifted children. The ability of a gifted child to fulfill his/her functions and grow up as a happy and balanced individual who is satisfied with life is closely related to the relationships within the family and the attitudes of the parents. It is observed that parents of gifted children need more awareness for their children's education and to prevent possible problems (Karakuş, 2010). Gifted and talented individuals acquire extensive amounts of information because they have high-level skills such as analysis, synthesis, and communication. These individuals are very successful in integrating and using a variety of different technologies. They generally do not have much trouble, especially in downloading documents from the internet and obtaining graphic images, using word processing and graphics programs, and preparing multimedia presentations (Karnes & Stephens, 2005).

Education and training implementation periods at the science and art center are prepared taking into account the following principles: The adaptation program is planned and implemented as a total of 40 lesson hours, not exceeding two months. The support education program is planned and implemented for students enrolled in the science and art center in the 2nd and 3rd grades, with the first year being taught primarily by the classroom teachers, and lasting at least 2 academic years, including the orientation program period. It is planned and implemented for 1 academic year, including the orientation program period, to be taught by class/branch teachers for students who are enrolled in the science and art center in the 4th grade. The program to recognize individual talents is planned and implemented for 2 academic years, starting from the 5th grade level, in a way that the student will be introduced to all areas. Development of a special abilities program, 2 academic years for students diagnosed in the field of general mental ability; it is planned and implemented as 7 academic years for students identified in the field of art and music talent. Each lesson/event/skill workshop hour is planned and implemented as 40 minutes. The program for the development of special talents is implemented for students identified in the field of art and music as follows: 7 academic years for students enrolled in the science and art center in the 2nd grade, 6 academic years for students enrolled in the 3rd grade, 6 academic years for students enrolled in the 4th grade. It is planned and implemented for 5 academic years (Science and Art Centers Directive, 2023). From the past to the present, societies have been able to develop and achieve civilization thanks to the contribution of gifted people. For this reason, early diagnosis and education of a rare number of individuals with superior abilities are important to increase their levels and to enable them to grow up as leading individuals in society who can offer creative ideas for society (Yumuş & Toptaş, 2011).

Various studies have been conducted on science and art centers: Ford (1998), Fraser-Seeto et al., (2015), Gagne (2007), Gunter and Kenny (2012), Henderson and Jarvis (2016), Koçak (2020), Peterson et al., (2009), Reid and Horvathova (2016), Rogers (2007), Tallent-

Runnels et al., (2000), Weber and Cavanaugh (2006). According to the results of the research conducted by Alevli (2019), teachers who take Turkish lessons in science and art centers differentiate and enrich the content, process, product, and learning environment by the characteristics of specially talented students, use various materials that attract the attention of students in the teaching process, and use multiple measurement methods in evaluation. It was observed that they included tools and evaluation methods. In addition, it is concluded that the activity contents should be revised to make them more abstract and complex, the advanced content should be increased, different strategies, methods and techniques, higher-order thinking skills and open-ended problems should be included in the teaching process, and visual, technological and game-based materials should be developed. In the research conducted by Okur and Özsoy (2013), the attitudes of gifted students towards Turkish lessons were examined. In the research conducted by Yıldız (2018), the development/use of course materials by Turkish teachers working in science and art centers was examined. In the research conducted by Eryılmaz (2021), the Turkish course curriculum of science and art centers was examined according to the Turkish course competencies of specially talented students. In the research conducted by Mete (2021), the opinions of science and art center Turkish teachers regarding the game-based teaching method were examined.

This research aims to examine Turkish lessons implemented in science and art centers. The research to be conducted aims to examine in depth the Turkish lessons conducted in science and art centers. This article will contribute to the literature on science and art centers and the literature on Turkish teaching. This research is important in terms of describing Turkish courses in science and art centers. It will contribute to improving Turkish courses in science and art centers. The results of the article are beneficial to the development of a conceptual/theoretical framework. It will contribute to scientific knowledge in the field of education of gifted and special talents and Turkish education. The article has the potential to produce solutions to the problems in Turkish teaching activities carried out in science and art centers. Teachers working in science and art centers and academicians working in the field of Turkish teaching will be able to benefit from the results of the article. The problem statement of this research is: How are Turkish lessons conducted in science and art centers? Within the scope of this problem statement, answers were sought to the following questions:

1. How are Turkish lessons implemented in the science and art center?

2. What activities are held in Turkish lessons at the science and art center?

3. What are the effects of Turkish course activities implemented in the science and art center on students?

4. What are the suggestions of teachers to make Turkish lessons in science and art centers more effective and efficient?

Method

Research Model

The research is a case study type, one of the qualitative research methods. A case study is the description and examination of an interesting and special phenomenon within the context of the situation (Sönmez & Alacapınar, 2011). Case studies are holistic and contextually sensitive (Patton, 2014). One or several situations with certain boundaries are studied (Creswell, 2007). Its most basic feature is the in-depth investigation of one or several situations (Yıldırım & Şimşek, 2006). Available data collection and analysis techniques are used in case studies (Yin, 2009). Observation and interview techniques were used in this research.

Study Group

The study group of this research consists of 2 Turkish teachers and 34 students working at the science and art center in the central district of Yozgat province, and 2 Turkish teachers and 25 students working at the science and art center in Boğazlıyan district of Yozgat province. A total of 4 Turkish teachers and 59 students were studied. It was determined by the purposeful sampling method in the 2022-2023 academic years. The characteristics of the Turkish teachers in the study group are presented in Table 1.

Table 1.

Distribution of Teachers by Gender and Professional Experience

	Gender	Year	Graduation	Professional seniority
Teacher 1	Male	40	Turkish teacher	18
Teacher 2	Female	39	Turkish teacher	16
Teacher 3	Male	36	Turkish teacher	11
Teacher 4	Female	38	Turkish teacher	14

Table 1 shows that the ages of the teachers in the study group are between 36-40. All of them are graduates of the Turkish teacher department.

Data Collection Tools

In this research, interview and observation methods, which are qualitative data collection methods, were used. The interview method was deemed appropriate to create suggestions for the problems they encountered in the Turkish course at the science and art center and the ways to solve these problems (Yıldırım & Şimşek, 2006). Interviews were held with Turkish teachers. Teachers' opinions and experiences were used as data sources. Previous studies were examined to create the semi-structured interview form. Then, a faculty member who was an expert in his field was consulted to determine the suitability of the interview form. As a result of the feedback received, additions, deletions, and edits were made to the semi-structured interview form. The prepared semi-structured interview form was piloted with a Turkish teacher to be tested. The semi-structured interview form consists of two parts. In the first part, the demographic characteristics of the teachers were asked, and in the second part, the teachers were asked about the problems they encountered in the process of teaching Turkish and their opinions and experiences about the solution suggestions for these problems. The semi-structured interview form includes the following questions:

Interview questions:

1. What do you think about the Turkish course practices implemented in the science and art center?

2. What activities do you use in the Turkish lesson at the science and art center?

3. What do you think about the impact of Turkish course activities implemented in the science and art center on students?

4. What are your suggestions for making Turkish lessons at the science and art center more effective and efficient?

Turkish lessons in science and art centers were monitored with an observation form. Activities carried out in Turkish lessons were written on the observation form. What the students did in Turkish lessons was noted. The observation form aims to record the Turkish lessons process. Observation forms include information about where, when, for how long, and with how many people the observation was made. In addition, the observation form includes a section where the physical space characteristics of the classrooms are specified and a main section where the process is recorded.

Data Collection

After determining the data collection tools, the researchers started collecting data. To collect data, four Turkish teachers working in science and art centers were interviewed face to face, one-on-one, after school hours. Before the interviews were conducted, teachers were informed about the purpose of this study, and their opinions were recorded in writing, based on their volunteering. The interviews were held in May and June 2023. The interviews, which lasted approximately 15-20 minutes, were held in a friendly environment. During the interviews, it was observed that teachers were extremely willing to share their professional experiences and the problems they encountered. During the interviews, questions that the teachers could not understand were explained in detail with examples.

In addition, Turkish lessons conducted in science and art centers were written on the observation form. During the observations, the researchers did not intervene in the process. They only watched Turkish lessons. Observations of students in primary school first grade Turkish lessons were recorded by the researchers on the observation form. Turkish lessons were observed eight times. The process in Turkish lessons was written on the observation form. Each observation lasted approximately 20 minutes. A total of 164 minutes of observation was made.

Analysis of Data

The descriptive analysis method was used to analyze the data obtained. In descriptive analysis, the data obtained are summarized and interpreted according to predetermined themes (Yıldırım & Şimşek, 2006). The data collected through interviews and observations were recorded in written form using Word. The data from the semi-structured interview and observation forms were converted into data texts for analysis. The data texts created in this context were read and evaluated four times. In the evaluation, literature-based data were taken into consideration as a result of interviews and observations. Based on the results, the

basic outlines of the research were determined and the themes were created. The created themes were given their final form after being presented to expert opinion. After the data obtained from the research was analyzed, it was made suitable for interpretation. The themes and codes created from the data obtained from the interview results in the research were tried to be conveyed to the reader through quotations without making any personal inferences in the findings section. Four themes were reached. These themes are the structure and purpose of science and art center Turkish lessons, materials used in Turkish lessons, activities in Turkish lessons, and teachers' suggestions.

To ensure validity in this qualitative research, the method of examining the codes and themes by an expert was used. The expert is an associate professor working in the field of classroom teaching and Turkish teaching. In terms of the reliability of the research, what was planned and realized by the researcher was shared with a faculty member who has a doctorate in the field of measurement and evaluation in education, from the planning of the process to the end. During the content analysis process of the data, coding was done by the researcher and an associate professor who works in Turkish teaching in the field of classroom teaching as the second coder. For the reliability of the analysis of the data, the reliability formula developed by Miles and Huberman (2015) [Reliability=Number of consensus/(Total agreement + Number of disagreements)] was taken as basis. According to this analysis, the reliability coefficient was calculated as = .91. According to this finding, it can be said that the codings are reliable.

Ethical Permits of Research:

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Yozgat Bozok University Ethics Commission

Date of ethical review decision= 25.08.2021

Ethics assessment document issue number= 24/09

Findings

As a result of the content analysis, four themes were reached. The themes and codes reached are shown in Table 2.

Table 2.

Themes and Codes

Themes	Codes
Structure and purpose of science and art center Turkish lessons	5 days of lessons Student groups of 3-5 people Two stage exam Two hours of Turkish lessons per week A total of 12 hours of lessons per week Periods Activities Skills Projects Turkish class Pictures of literary figures Literature books
Materials used in Turkish lessons	Activity books Turkish language supplementary course materials Interactive board Computer Books
Activities in Turkish lessons	Turkish lesson support book Write a skit Finger puppets Cartoon Creating a new intelligence game Puzzle
Teachers' suggestions	Creative teacher Equipped teacher Researcher teacher Support book All students should take application exams Student absenteeism

As in Table 2, the answers given by the teachers to the questions based on the semi-structured interview form and observation form are presented under four theme headings.

Structure and Purpose of Science and Art Center Turkish Lessons

The first finding of the research is the structure and purpose of Turkish courses in the science and art center. In this finding, the structure and purpose of Turkish lessons in science and art centers are explained. First of all, as a result of the interviews with the teachers, what the teachers said was stated. Teachers said the following on this subject:

• There are classes five days a week in science and art centers. Student groups of 3, 4, or 5 people. Classes are held between 08:00 and 19:30. These students pass a two-stage aptitude test. There are two hours of Turkish lessons a week in science and art centers. There is a maximum of 12 hours of lessons in total. There is a two-month adaptation period for the first registration. There is a support phase in the third and fourth months. Then there is the phase of recognizing individual talents. Then special abilities are developed. 10th, 11th and 12th grades project classes. Permanent teachers work in science and art centers. The interview is

based on success and exam. Primary school teachers can also work in science and art centers (Teacher 4).

• The general purpose of Turkish lessons is to implement activities that will enable students to recognize and improve their skills (Teacher 1).

• Its difference from classical schools is that instead of trying to teach a subject in the program, it makes the child aware of the special skills he has and provides opportunities to improve himself in this direction. For this purpose, plenty of practices, activities, and projects need to be done (Teacher 2).

• We make students aware of their abilities (Teacher 3).

An example observation made on this subject as a result of the observations made by the researchers is as follows:

Each teacher has his or her classroom in the science and art center. Different students come to this classroom and teach their lessons. The Turkish teacher has a special class of his own. There are pictures of various literary figures in this class. There are various literature books in the classroom libraries. Various student writings hang on the classroom walls (Observation 1).

Turkish classrooms of science and art centers can be seen in the photographs below.

Photo 1.
Turkish Class

Photo 2.
Turkish Class

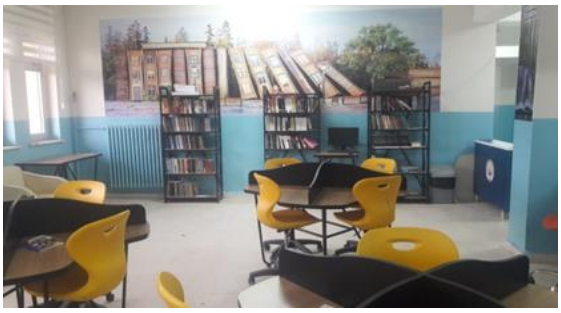


Photo 3.
Turkish Class

Photo 4.
Turkish Class

Materials Used in Turkish Lessons

The second finding of the research is the materials used in Turkish lessons in the science and art center. In this finding, the materials used in Turkish lessons in science and art centers are explained. First of all, as a result of the interviews with the teachers, what the teachers said was stated. Teachers said the following on this subject:

• We have activity books prepared according to grade level on the basic skills of listening, writing, speaking, and understanding (Teacher 1).

• Activities from the book are selected and implemented according to the potential of the class (Teacher 4).

• Teachers prepare the plans according to grade level by selecting outcomes and activities from ready-made templates (Teacher 3).

• Sharing information in science and art center groups specific to each branch is guiding and enriching (Teacher 2).

• There is an activity book. There is a science and art center activity book. General Directorate of Special Education and Guidance Services has supplementary course materials in the Turkish field (Teacher 1).

• Interactive whiteboards and computers are used in lessons (Teacher 4).

An example observation made on this subject as a result of the observations made by the researchers is as follows:

Students came to class with their bags. They took their activity books out of their bags. There are interactive whiteboards in the classrooms. Students open and use this interactive board whenever necessary in Turkish lessons. In some cases, they take notes in their notebooks. Sometimes they use the books in the classroom libraries (Observation 2).

An interactive board in the Turkish classrooms of science and art centers can be seen in the photo below.

Photo 5.

Activity with an Interactive Whiteboard

Activities in Turkish Lessons

The third finding of the research is the activities in Turkish lessons in the science and art center. In this finding, the activities in Turkish lessons in science and art centers are explained. First of all, as a result of the interviews with the teachers, what the teachers said was stated. Teachers said the following on this subject:

• We can change and develop the activities according to need, or we can design and implement activities independent of the book (Teacher 1).

• Sometimes the activity can be completed faster than the given time. In such cases, we do backup activities or improvised practices in that process (Teacher 2).

• For example, we do not explain figures of speech, but we can ask them to complete a text with blank spaces in the introduction, development, and conclusion sections, using the figures of speech we want. We can write a skit for two people appropriate to the given topic and ask them to act it out with finger puppets. Or we give a cartoon series and ask the characters to fill the empty thought bubbles. Creating a new intelligence game, writing down the way the game is played and its rules, and playing the game prepared by the other team according to the instructions are examples of unique activities that I implemented outside the book (Teacher 3).

• Students are overactive. Students are researchers and very curious (Teacher 4).

• In Turkish lessons, we do not repeat the student's lessons at school. We do not prepare for central exams. We manage the process through the Turkish supplementary textbook (Teacher 2).

• The student produced his puzzle in Turkish class. We compiled this into a book. What is done in Turkish lessons does not only improve students' basic language skills. It also improves mental skills. Interactive whiteboard computers are used in lessons (Teacher 3).

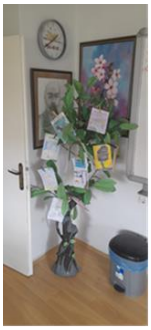
An example observation made on this subject as a result of the observations made by the researchers is as follows:

Students took their activity books out of their bags. They did activities from activity books for one class hour. They played a word puzzle game in the second lesson period. They enjoyed the word puzzle game very much. There was laughter when some words were said incorrectly in the word puzzle (Observation 3).

Examples of activities in Turkish classrooms of science and art centers can be seen in the photographs below.

Photo 6.
Activity

Photo 7.
Activity Tree



Teachers' Suggestions

The fourth and last finding of the research is the suggestions of Turkish teachers of the science and art center. In this finding, the suggestions of Turkish teachers in science and

art centers are explained. First of all, as a result of the interviews with the teachers, what the teachers said was stated. Teachers said the following on this subject:

• Teachers must be creative. Must be well-equipped and investigative (Teacher 1).

• We need a support book for Turkish lessons. A Turkish activity support book should be developed (Teacher 2).

• Twenty percent of the students in the class can participate in the science and art center exams. Instead, all students should be able to take the application exams of science and art centers (Teacher 3).

• Eighth grade students at the science and arts center may be absent due to central exams. This absenteeism needs to be reduced (Teacher 4).

An example observation made on this subject as a result of the observations made by the researchers is as follows:

Not all students come to Turkish lessons at the science and art center. There are a few students who are absent from every Turkish lesson. Regarding this issue, teachers said that students may get tired because they have both school and science and art center classes. For this reason, they think that absenteeism is high (Observation 4).

Discussion and Conclusion

As a result of the research, four themes were reached. These themes are the structure and purpose of science and art center Turkish lessons, materials used in Turkish lessons, activities in Turkish lessons, and teachers' suggestions. The codes obtained in the structure and purpose of the science and art center Turkish lessons theme are as follows: 5 days of lessons, student groups of 3-5 people, two stage exams, two hours of Turkish lessons per week, a total of 12 hours of lessons per week, periods, activities, skills, projects, Turkish class, pictures of literary figures, literature books. Here, the number of students in Turkish courses attracts attention. The codes accessed in the materials used in Turkish lessons theme are as follows: activity books, Turkish language supplementary course materials, interactive board, computer, and books. The codes accessed in the activities in Turkish lessons theme are Turkish lesson support book, write a skit, finger puppets, cartoon, creating a new intelligence game, and puzzle. It is understood that students engage in high-level activities in Turkish lessons at the science and art center. The codes available in the teachers' suggestions theme are as follows: creative teacher, equipped teacher, researcher teacher, support book, all students should take application exams, and student absenteeism. When teacher recommendations are examined, teachers' equipment and students' absenteeism draw attention.

The structure and purpose of science and art center Turkish lessons are explained. There are classes five days a week in science and art centers. Student groups of 3, 4, or 5 people. Classes are held between 08:00 and 19:30. These students pass a two-stage aptitude test. There are two hours of Turkish lessons a week in science and art centers. There is a maximum of 12 hours of lessons in total. There is a two-month adaptation period for the first registration. There is a support phase in the third and fourth months. Then there is the phase

of recognizing individual talents. Then special abilities are developed. 10th, 11th and 12th grades project classes. Permanent teachers work in science and art centers. The interview is based on success and exam. Primary school teachers can also work in science and art centers. Students registered with the science and art center; are included in adaptation, support training, awareness of individual talents, development of special talents, project production, and management training programs (Science and Art Centers Directive, 2023). In other words, the program structure that is thought to be effective for gifted students is complex and deep (Karnes & Stephens, 2005). In the education methods of science and art centers, it is never possible to use academic knowledge for exams and similar processes. Here, students are provided with education in their talent areas with a project-based teaching model, and students are expected to carry out projects according to the desired qualifications (Su et. al., 2017). The following points are taken into account in the execution of science and art center education and training services (Science and Art Centers Directive, 2023): Education and training activities to be carried out in the science and art center are planned to take place on weekdays and/or weekends, outside the hours when the student receives formal education. To realize original products, projects, and productions at the science and art center, a project-based, interdisciplinary, enriched, and differentiated education program appropriate to the abilities of the students are implemented and educational activities are organized. Education and training services at the science and arts center are provided in the form of individual and/or group education. In addition, summer schools, winter schools, and student camps can be organized during midterm, semester, and summer holidays. Registered students; are included in adaptation, support training, awareness of individual talents, development of special talents, project production, and management programs. Visits to historical places, museums, industrial facilities, universities, festivals, fairs, and nearby areas, participation in conferences, recitals, concerts, exhibitions, autograph signing events, and all scientific, cultural, artistic, and social activities inside and outside the institution are considered within the scope of education and training activities. The general aim of Turkish lessons in science and art centers is to implement activities that will enable them to realize and develop the skills they have. Its difference from classical schools is that instead of trying to teach a subject in the program, it makes the child aware of the special skills he has and provides opportunities to improve himself in this direction. For this purpose, many applications, activities, and projects need to be carried out. In science and art centers, students are made aware of their talents. The purposes of science and art centers are stated as follows (Science and Art Centers Directive, 2023): In line with the general objectives and basic principles of Turkish national education, the education services offered in science and art centers and special talented students; To grow up as productive, problem-solving, self-actualized individuals who combine scientific thought and behavior with aesthetic values, and to realize their talents and creativity at an early age and use them at the highest level. Acquire creative thinking, discovery, invention, success in social relations, innovation, leadership, communication, and artistic skills. It is aimed for them to gain scientific study discipline in line with their special abilities, to think interdisciplinary, to solve problems, and to realize projects to meet determined needs. According to Saranlı and Metin (2012), to support the social and emotional development of gifted children and prevent possible negativities that

may arise, highlighting their social strengths and focusing on what they can do will help them show a more positive personality structure. In other words, these individuals should be provided with learning and practice environments that will satisfy them and enable them to use their existing features effectively. Care should be taken to ensure that the program structure to be used in these environments supports these characteristics of individuals.

It has been determined that various teaching materials are used in Turkish lessons in science and art centers. These materials are activity books, Turkish language supplementary course materials, interactive boards, computers, and books. Education and training environments in science and art centers are prepared to support the development and learning characteristics of especially talented students, suitable for individual education and group education. Education and training environments are equipped with rich tools and materials to identify different areas of interest and talent and to develop high-level thinking skills (Science and Art Centers Directive, 2023). Gifted and talented individuals need an educational environment that suits their unique characteristics and needs due to the differences in their cognitive, sensory, and developmental characteristics (Kanlı, 2008). Considering the roles that especially talented individuals will assume in the future, the importance of science and art centers cannot be ignored. It is very important to solve the problems encountered in science and art centers and to have sufficient physical conditions and equipment for these centers (Kılıç, 2015). According to Alevli (2019), there should be rich materials in the learning environment for especially talented students. The materials most used by teachers are books, authentic materials, verbal intelligence games, puppets, pictures, Hacivat-Karagöz sets, magazines, dictionaries, posters and costumes, authentic materials, verbal intelligence games, and puppet smart boards, educational videos, computers, web 2.0 tools, animation, documentary, camera, music, audio poetry, radio, and sound recording.

It has been determined that various activities are carried out in Turkish lessons in science and art centers. It has been determined that the main source of activities is the activity book. They may be asked to complete a blank text using the desired figures of speech. A skit suitable for the subject can be written for two people and animated with finger puppets. They are given a cartoon series and the characters are asked to fill in the empty thought bubbles. Creating a new intelligence game, writing down the way the game is played and its rules, and playing the game prepared by the other team according to the instructions are examples of original activities outside the book. The student produced his puzzle in Turkish class. According to Alevli (2019), stated that within the scope of the enriched program at the science and art center, they implemented the activities in the Turkish course framework program and activity book, their enriched activities, and also implemented them by differentiating the existing activities. According to the Science and Art Centers Directive (2023), programs are designed under the guidance of relevant class/branch teachers, in a student-centered and interdisciplinary structure, suitable for individual learning, and provide students with high-level mental, social, and personal skills that they will need in adulthood, such as effective problem solving, decision-making and creativity. It is prepared by differentiating and enriching the students according to their interests, abilities, and potential to enable them to acquire academic skills. Planning, implementation, and evaluation stages are carried out in a way that ensures that students are raised as individuals who learn by

doing, experience, produce solutions to real-life problems, think creatively, communicate with their environment, and make scientific research and inventions. According to Alevli (2019), the most common concrete student products in lessons were stories, essays, poems, and fairy tales. Articles, puppets, Hacivat-Karagöz, comics, interviews, paintings, plays, songs, free text, cartoons, short films, drama shows and posters are among the products created by students.

The final result reached in the research is the suggestions of Turkish teachers of the science and art center. Teachers must be creative. Must be well-equipped and investigative. According to Alevli (2019), the individual characteristics that Turkish teachers in science and art centers should have are; he/she is a strong communicator, investigative, exemplary, creative, tolerant, patient, caring, critical thinker, open to criticism, has strong empathy skills, prioritizes national moral values, and has universal values. Professional characteristics; He/she has received training on special talents, is open to innovation, has good field knowledge, has knowledge of the curriculum, can use the program flexibly, can prepare qualified educational environments, is experienced, and has received postgraduate education. A support book is required. A support book should be developed. Twenty percent of the students in the class can participate in the science and art center exams. Instead, all students should be able to take the application exams of science and art centers. From the past to the present, societies have been able to develop and achieve civilization thanks to the contribution of gifted people. For this reason, early diagnosis and education of a rare number of individuals with superior abilities are important to increase their levels and to enable them to grow up as leading individuals in society who can offer creative ideas for society (Yumuş & Toptaş, 2011). Eighth grade students at the science and arts center may be absent due to central exams. It is necessary to reduce this absenteeism. According to Çelik-Şahin (2014), students do not attend the science and art center regularly and therefore education is disrupted. The research concluded that students also have problems with issues such as transportation, time management, and health. Students who can use their means of transportation can attend these centers with the help of a shuttle or their parents. Students' motivation and energy may decrease in activities at science and art centers due to school fatigue.

Recommendations

The following recommendations are made within the scope of the research results:

Turkish teachers working in science and art centers must be creative. These teachers must be well-equipped and researchers.

It is recommended that Turkish teachers working in science and art centers be selected among teachers with master's and doctoral degrees.

The number of Turkish support books should be increased in science and art centers.

All students who want to take the science and art center application exams should be able to participate.

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Author 1: 34%

Author 2: 33%

Author 3: 33%

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There is no conflict of interest in the research.

Bilim ve Sanat Merkezlerinde Uygulanan Türkçe Derslerinin İncelenmesi

Özet

Bu araştırmada Bilim ve Sanat Merkezlerinde uygulanan Türkçe derslerinin incelenmesi amaçlanmaktadır. Araştırma nitel araştırma yöntemlerinden durum çalışması türündedir. Bu araştırmanın çalışma grubunu Yozgat ilindeki iki adet Bilim ve Sanat Merkezinde görev yapan 4 Türkçe öğretmeni ve 59 öğrenci oluşturmaktadır. Bu araştırmada nitel veri toplama yöntemlerinden görüşme ve gözlem yöntemleri kullanılmıştır. Türkçe öğretmenleriyle görüşmeler yapılmıştır. Bilim ve Sanat Merkezlerindeki Türkçe dersleri gözlem formuyla izlenmiştir. Araştırma sonuçlarına göre, Bilim ve Sanat Merkezlerinde dersler, hafta içi beş gün yapılmaktadır. Bilim ve Sanat Merkezlerinde Türkçe derslerinin genel amacı, öğrencilerin sahip oldukları becerileri fark etmelerini ve geliştirmelerini sağlayacak etkinliklerin uygulanmasıdır. Bilim ve Sanat Merkezlerinde Türkçe derslerinde kullanılan materyaller şu şekildedir: etkinlik kitapları, Türkçe yardımcı ders materyalleri, etkileşimli tahta, bilgisayar ve kitaplar. Bilim ve Sanat Merkezindeki sekizinci sınıf öğrencileri merkezi sınavlar nedeniyle devamsızlık yapabilmektedir. Bu devamsızlığı azaltmak gerekmektedir. Bilim ve Sanat Merkezlerinde görev yapan Türkçe öğretmenlerinin yüksek lisans ve doktora derecesine sahip öğretmenler arasından seçilmesi önerilmektedir. Bilim ve Sanat Merkezi uygulama sınavlarına girmek isteyen tüm öğrencilerin katılabilmesi önerilmektedir.

Anahtar Kelimeler: Bilim ve sanat merkezi, Türkçe dersi, uygulama.

Giriş

Bilim ve Sanat Merkezi genellikle bilimsel ve sanatsal etkinliklerin düzenlendiği, eğitim ve kültür hizmetlerinin sunulduğu, zeki veya yetenekli öğrencilerin öğrenim gördüğü kuruluştur. Bu merkezler genellikle çeşitli atölye çalışmaları, sergiler, konferanslar, seminerler ve etkinlikler düzenleyerek bilim, teknoloji, mühendislik, matematik, sanat ve kültür alanlarında katılımcılara eğitim fırsatları sunmaktadır. Bilim ve Sanat Merkezleri, öğrencileri erken yaşlardan itibaren bilim ve sanatla tanıştırmayı, yaratıcılıklarını geliştirmelerine olanak tanımayı ve bu alanlarda yeteneklerini keşfetmelerine yardımcı olmayı amaçlamaktadır. Ayrıca, toplumun genel bilgi düzeyini artırmak ve bilimle sanatı daha erişilebilir kılmak için çeşitli halka açık etkinliklere ev sahipliği yapabilmektedir. Bu tür merkezler, bilim ve sanatın toplum için önemli olduğu düşüncesinden hareketle, bireylerin bu alanlara ilgi duymalarını teşvik etmekte ve gelecekteki bilim insanları, mühendisler, sanatçıların yetişmesine katkıda bulunmaktadır (Özel Eğitim Hizmetleri Yönetmeliği, 2018).

Bilim ve Sanat Merkezinde Türkçe dersleri, dil becerilerini artırmak, yazma ve konuşma yeteneklerini geliştirmek, edebi anlayışı artırmak gibi hedeflere yönelik olarak sunulmaktadır (Millî Eğitim Bakanlığı Bilim ve Sanat Merkezleri Yönergesi, 2023). Türkçe dersleri genellikle dilbilgisi, yazma, okuma anlama, konuşma ve edebiyat gibi temel alanları kapsamaktadır. Bu dersler, öğrencilere dil becerilerini güçlendirmeleri için fırsatlar sunmaktadır. Ayrıca, öğrencilere kendi yazılarını oluşturma, eleştirel düşünme, iletişim becerilerini geliştirme gibi konularda rehberlik etmektedir. Bilim ve Sanat Merkezlerindeki

Türkçe dersleri genellikle gençlerin yaratıcılıklarını desteklemektedir. Bu dersler, öğrencilere dilin güzelliklerini keşfetme, ifade yeteneklerini artırma ve kültürel anlamda zenginleşme imkânı sunmaktadır. Temel dilbilgisi kuralları, imla ve yazım kuralları üzerine odaklanılmaktadır. Öğrenciler, dilbilgisi konularında güçlendirilmekte ve yazma becerileri geliştirilmektedir. Edebi metinler, makaleler, hikâyeler gibi farklı türlerdeki metinler üzerinde çalışmalar yapılmaktadır. Öğrencilere anlama, çözümleme ve eleştirel düşünme becerileri kazandırılmaktadır. Öğrencilere sözlü iletişim becerilerini geliştirme adına konuşma ve sunum yapma fırsatları sunulmaktadır. Bu, öğrencilerin kendilerini açıkça ifade etmelerini sağlamaktadır. Türk ve dünya edebiyatının klasik ve modern eserleri üzerinde çalışmalar yapılmaktadır. Öğrencilere edebi eserleri anlama, yorumlama ve eleştirme yetenekleri kazandırılmaktadır. Öğrencilere kendi yazılarını oluşturma fırsatı tanınmaktadır. Şiir, hikâye, deneme gibi farklı türlerde yaratıcı yazma becerileri geliştirilmektedir.

Bu araştırmanın amacı Bilim ve Sanat Merkezlerinde uygulanan Türkçe derslerinin incelenmesidir. Bilim ve Sanat Merkezlerinde uygulanan eğitim-öğretim faaliyetleri yeterince bilinmemektedir. Ayrıca bu kurumlarla ilgili yeterince çalışma yapılmamıştır. Yapılacak olan araştırma ile Bilim ve Sanat Merkezlerinde yürütülen Türkçe derslerinin derinlemesine incelenmesi amaçlanmaktadır. Bu makale ile Bilim ve Sanat Merkezleri alan yazınına ve Türkçe öğretimi alan yazınına katkı sağlamaktadır. Makale sonucunda ortaya konulan sonuçların kavramsal/kuramsal çerçeve geliştirilmesine faydaları bulunmaktadır. Üstün ve özel yeteneklilerin eğitimi alanı ile Türkçe eğitimi alanına bilimsel birikime katkı sağlanmaktadır. Makalenin Bilim ve Sanat Merkezlerinde yürütülen Türkçe öğretimi etkinliklerindeki sorunlara çözüm üretme potansiyeli bulunmaktadır. Makale sonuçlarından Bilim ve Sanat Merkezlerinde görev yapan öğretmenler ile Türkçe öğretimi alanında çalışan akademisyenler yararlanabilmektedir.

Yöntem

Araştırma nitel araştırma yöntemlerinden durum çalışması türündedir (Sönmez & Alacapınar, 2011; Yin, 2009). Çalışma grubu 2022-2023 eğitim öğretim yılında amaçlı örnekleme yöntemiyle belirlenmiştir. Bu araştırmanın çalışma gurubunu Yozgat ili merkez ilçede Bilim ve Sanat Merkezinde görev yapan 2 Türkçe öğretmeni ve 34 öğrenci, Yozgat ili Boğazlıyan ilçesinde Bilim ve Sanat Merkezinde görev yapan 2 Türkçe öğretmeni ve 25 öğrenci oluşturmaktadır. Toplamda 4 Türkçe öğretmeni ve 59 öğrenci ile çalışılmıştır. Bu araştırmada nitel veri toplama yöntemlerinden görüşme ve gözlem yöntemi kullanılmıştır. Görüşmeler Türkçe öğretmenleri ile yapılmıştır. Veri kaynağı olarak öğretmenlerin görüşleri ve deneyimlerine başvurulmuştur. Yarı yapılandırılmış görüşme formunu oluşturmak amacıyla daha önce yapılmış çalışmalar incelenmiştir. Ardından oluşturulan görüşme formunun uygunluğu konusunda alanında uzman olan bir öğretim üyesine başvurulmuştur. Alınan dönütler sonucunda yarı yapılandırılmış görüşme formunda ekleme, çıkarma ve düzenlemeler yapılmıştır. Yarı yapılandırılmış görüşme formu iki kısımdan oluşmaktadır. Birinci kısımda öğretmenlerin demografik özelliklerinden, ikinci kısımda ise öğretmenlerin Bilim ve Sanat Merkezinde Türkçe öğretimi sürecine hakkındaki görüş ve deneyimler sorulmuştur. Bunun yanı sıra Bilim ve Sanat Merkezlerindeki Türkçe dersleri gözlem formu ile izlenmiştir. Gözlem formuna Bilim ve Sanat Merkezi Türkçe derslerinde yürütülen

etkinlikler yazılmıştır. Öğrencilerin Türkçe derslerinde yaptıkları not edilmiştir. Gözlemler sırasında araştırmacılar sürece müdahale etmemiştir. Türkçe derslerini sadece izlemişlerdir.

Elde edilen verilerin analizinde betimsel analiz yöntemi kullanılmıştır (Yıldırım & Şimşek, 2006). Görüşme ve gözlem ile elde edilen veriler word üzerinden yazılı şekilde kayıt altına alınmıştır. Yarı yapılandırılmış görüşme formundan ve gözlem formundan elde edilen veriler analiz edilmek üzere veri metinleri haline getirilmiştir. Bu bağlamda oluşturulan veri metinleri defalarca okunularak değerlendirilmiştir. Yapılan değerlendirmede görüşmeler ve gözlemler sonunda literatüre dayalı veriler göz önüne alınmıştır. Ortaya çıkan sonuç üzerinden araştırmanın temel hatları belirlenmiş temaları oluşturulmuştur. Oluşturulan temalar uzman görüşüne sunulduktan sonra son şekli verilmiştir. Araştırmadan elde edile veriler analiz edildikten sonra yorumlanmaya uygun hale getirilmiştir. Araştırma içerisinde görüşme sonuçlarından elde edilen veriler oluşturulan temalar, bulgular kısmında kişisel bir çıkarım yapılmadan alıntılar aracılığı ile okuyucuya aktarılmaya çalışılmıştır.

Araştırmanın Etik İzinleri:

Bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Etik değerlendirmeyi yapan kurulun adı = Yozgat Bozok Üniversitesi Etik Komisyonu

Etik Kurul Etik inceleme karar tarihi= 25.08.2021

Etik değerlendirme belgesi konu numarası= 24/09

Bulgular

Bu bölümde yarı yapılandırılmış görüşme formuna dayalı sorulara öğretmenlerin vermiş oldukları cevaplar dört başlık altında sunulmaktadır. Araştırmanın ilk bulgusu Bilim ve Sanat Merkezi Türkçe derslerinin yapısı ve amacıdır. Bilim ve Sanat Merkezlerinde hafta içi beş gün ders yapılmaktadır. Öğrenci grupları 3, 4 veya 5 kişiden oluşmaktadır. Bilim ve Sanat Merkezi mesai saati 08:00 ile 19:30 arasındadır. Bilim ve Sanat Merkezi mesai saatlerinin belirlenmesinde, öğrencilerin normal okullarındaki ders saatleri dikkate alınmaktadır. Bilim ve Sanat Merkezi başvuru sınavında öğrenciler iki aşamalı yetenek sınavından geçmektedir. Bilim ve Sanat Merkezlerinde her bir öğrenci grubu için haftada iki saat Türkçe dersi yapılmaktadır. Bilim ve Sanat Merkezlerinde her bir öğrenci grubu için toplamda 12 saat ders yapılmaktadır. İlk kayıtta iki ay uyum süreci vardır. Üçüncü ve dördüncü aylarda destek aşaması bulunmaktadır. Daha sonra bireysel yetenekleri fark etme aşaması yürütülmektedir. Ardından özel yetenekleri geliştirme yapılmaktadır. 10., 11. ve 12. sınıflar proje sınıflarıdır. Bilim ve Sanat Merkezlerinde kadrolu öğretmenler görev yapmaktadır. Bilim ve Sanat Merkezinde öğretmen olabilmek için başarı sınavı ve mülakata yapılmaktadır. Bilim ve Sanat Merkezlerinde branş öğretmenlerinin yanı sıra ilkokul öğretmenleri de görev yapabilmektedir. Bilim ve Sanat Merkezlerinde Türkçe derslerinde genel amaç öğrencilerin sahip oldukları becerileri fark etmelerini ve geliştirebilmelerini

sağlayacak etkinlikler uygulamaktır. Klasik okullardan farkı, programda olan bir konuyu öğretme uğraşı yerine çocuğun sahip olduğu özel becerilerin farkına vardırmak ve kendini bu yönde geliştirecek fırsatlar tanımaktır. Bu amaçla bol uygulama, etkinlik, proje yapılması gerekmektedir. Bilim ve Sanat Merkezlerinde öğrencilerin yeteneklerinin farkına varmaları sağlanmaktadır. Bilim ve Sanat Merkezleri Türkçe derslerinde çeşitli öğretim materyallerinin kullanıldığı belirlenmiştir. Bu materyallerden bazıları şunlardır; etkinlik kitapları, Türkçe alanı yardımcı ders materyalleri, etkileşimli tahta, bilgisayar, kitaplar. Bilim ve Sanat Merkezleri Türkçe derslerinde çeşitli etkinlikler gerçekleştirildiği belirlenmiştir. Etkinliklerin ana kaynağının etkinlik kitabı olduğu tespit edilmiştir. Öğrencilerden boşluklar bırakılmış bir metni istenen söz sanatlarını kullanarak tamamlamaları istenebilmektedir. Konuya uygun iki kişilik bir skeç yazıp parmak kuklalarla canlandırma yapılmıştır. Bir karikatür dizisi verip karakterlerin boş olan düşünce balonlarını doldurmaları istenmiştir. Yeni bir zeka oyunu oluşturmaları, oyunun oynanış şeklini ve kurallarını yazmaları ayrıca diğer takımın hazırladığı oyunu yönergeye göre oynamaları da kitap dışı özgün etkinlik örneğidir. Bir öğrenci Türkçe dersinde kendi bulmacasını üretmiştir. Araştırmada ulaşılan son sonuç Bilim ve Sanat Merkezi Türkçe öğretmenlerinin önerileridir. Bilim ve Sanat Merkezi Türkçe öğretmenlerine göre, Bilim ve Sanat Merkezinde görev yapan öğretmenler yaratıcı olmalıdır. Yine bu öğretmenler donanımlı, araştırmacı olmalıdır. Bilim ve Sanat Merkezlerinde Türkçe dersi destek kitabına gerek duyulduğu dile getirilmiştir. Türkçe dersi destek kitabının geliştirilmesi gerektiği belirtilmiştir. Bilim ve Sanat Merkezi Türkçe öğretmenlerine göre, Bilim ve Sanat Merkezi sınavlarına normal okullardaki sınıfın yüzde yirmi oranında öğrencileri katılabilmektedir. Bu uygulamanın yerine normal okullardaki tüm öğrencilerin Bilim ve Sanat Merkezlerinin başvuru sınavlarına girebilmesi önerilmektedir. Bilim ve Sanat Merkezi Türkçe öğretmenlerine göre, Bilim ve Sanat Merkezindeki sekizinci sınıf öğrencileri merkezi sınavlar nedeniyle devamsızlık yapabilmektedir. Bu öğrenci devamsızlığının azaltılması gerekmektedir.

Tartışma ve Sonuç

Araştırma kapsamında çeşitli sonuçlara ulaşılmıştır. Bilim ve Sanat Merkezlerinde normal okullarda olduğu gibi hafta içi beş gün ders yapılmaktadır. Normal okullardan farklı olarak öğrenci grupları 3, 4 veya 5 kişiden oluşmaktadır. Bilim ve Sanat Merkezi mesai saatleri normal mesai saatlerinden farklı olarak 08:00 ile 19:30 arasındadır. Bilim ve Sanat Merkezi başvuru sınavında öğrenciler iki aşamalı yetenek sınavından geçmektedirler (Millî Eğitim Bakanlığı Bilim ve Sanat Merkezleri Yönergesi, 2023). Her öğrenci grubu için haftada iki saat Türkçe dersi ve toplamda 12 saat ders yapılmaktadır. Bilim ve Sanat Merkezlerinde normal okullardan farklı bir eğitim-öğretim yürütülmektedir (Karnes & Stephens, 2005). İlk kayıtta iki ay uyum süreci vardır, destek aşaması ise üçüncü ve dördüncü aylarda başlamaktadır. Bilim ve Sanat Merkezlerinde 10., 11. ve 12. sınıflar proje sınıflarıdır. Bilim ve Sanat Merkezlerinde kadrolu öğretmenler görev yapmaktadır. Bilim ve Sanat Merkezinde öğretmen olabilmek için başarı sınavı ve mülakat yapılmaktadır. Türkçe derslerinde öğrencilerin becerilerini fark etmelerini sağlayacak etkinlikler uygulanmaktadır. Türkçe dersinde kullanılan materyaller arasında etkinlik kitapları, yardımcı ders materyalleri, etkileşimli tahta, bilgisayar ve kitaplar bulunmaktadır (Alevli, 2019). Etkinlikler arasında metin tamamlama, skeç yazma, parmak kukla canlandırma, karikatür dizisi tamamlama gibi

örnekler vardır. Bu etkinlikler normal okullardaki etkinliklerle kıyaslandığında, üst düzey etkinlikler olduğu dikkat çekmektedir. Türkçe öğretmenleri, Bilim ve Sanat Merkezi öğretmenlerinin yaratıcı, donanımlı ve araştırmacı olması gerektiğini belirtmektedir. Ayrıca Türkçe dersi destek kitabının geliştirilmesinin gerektiği vurgulanmıştır. Bilim ve Sanat Merkezi başvuru sınavlarına daha fazla öğrencinin katılabilmesi önerilmektedir. Bu önerinin üstün zekalı veya yetenekli öğrencilerin tespiti için önemli olduğu düşünülmektedir. Sekizinci sınıf öğrencilerinin merkezi sınavlar nedeniyle devamsızlık yapabildiği ve bu durumun azaltılması gerektiği ifade edilmiştir (Çelik-Şahin, 2014). Bu merkezi sınavların liselere geçiş sınavı ve üniversiteye giriş sınavları olduğu düşünülmektedir.

Öneriler

Araştırma sonuçları kapsamında şu önerilerde bulunulmaktadır:

Bilim ve Sanat Merkezlerinde görev yapan Türkçe öğretmenleri yaratıcı olmalıdır. Bu öğretmenler donanımlı, araştırmacı olmalıdır.

Bilim ve Sanat Merkezlerinde görev yapan Türkçe öğretmenlerinin, yüksek lisans ve doktora mezunu öğretmenler arasından seçilmesi önerilmektedir.

Bilim ve Sanat Merkezlerinde Türkçe dersi destek kitabı sayısı artırılmalıdır.

Bilim ve Sanat Merkezi başvuru sınavlarına isteyen tüm öğrenciler katılabilmelidir.

Bilim ve Sanat Merkezindeki sekizinci ve on ikinci sınıf öğrencileri merkezi sınavlar nedeniyle devamsızlık yapabilmektedir. Bu devamsızlığın azaltılması gereklidir.