Turkish Studies
Educational Sciences
Volume 14 Issue 1, 2019, p. 167-182
DOI: 10.7827/TurkishStudies.13910
ISSN: 2667-5609
Skopje/MACEDONIA-Ankara/TURKEY

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Research Article / Araştırma Makalesi

Article Info/Makale Bilgisi

Received/Geliş: *Temmuz 2018* ***Accepted/Kabul:*** *Şubat 2019*

Referees/Hakemler: *Doç Dr. Veli TOPTAŞ - Dr. Öğr. Üyesi Alpaslan GÖZLER*

This article was checked by iThenticate.

COMPARISON Of PRIMARY SCHOOL CURRICULA 2015 AND 2017*

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ABSTRACT

The ability to raise individuals who can play an active role in today's social and economic conditions is directly linked to the competitiveness of countries in the international arena. This situation; countries are looking for a model of education that will enable them to have responsibilities, solve problems, develop decision-making skills, and think critically and innovatively. For this reason, curriculums are dynamic and are frequently revised or revised in accordance with the transition and development cycle of the age. Primary school curricula are a toolkit that enables the planned-execution of the learning-teaching process at the elementary level of education. Primary school is the education level that accommodates many disciplines. It is essential to provide students with knowledge and skills related to basic disciplines such as Turkish, Mathematics and Life Science to students who continue their education at this level. For this reason, primary school curricula contain many curriculums. It is aimed to compare the primary school curriculum of 2015 and 2017 in this survey. For this purpose, the data sources of the Turkish Language, Mathematics, Life Science, Science and Social Sciences courses were published by the Ministry of National Education in 2015 and 2017. In this context, basic courses in the primary school, such as Turkish, Mathematics, Life Science, Science, Social Studies course curriculum acquisition, theme, values, skills, measurement approaches and so on. have been examined and compared. Qualitative research design was adopted in the process of collecting, analyzing and interpreting data in the research, and data

* 18-24 September 2017 Presented as a oral statement at the 4th International Primary Education Conference in Andalusia.

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were obtained through document review. Document review; This includes the analysis of written materials containing information about the cases or phenomena targeted for investigation. When primary school was considered to be the basis of other learning processes, it was observed that these curricula were at the forefront with good citizen education. It is believed that the work will provide an important contribution to the future work on the curriculum.

STRUCTURED ABSTRACT

Introduction

Primary school curriculum consist of the educational process through which primary school information is given through various courses. This training process involves many elements. Theme, unit, areas of learning, achievements, skills, values, learning and teaching processes, measurement and evaluation approaches are some of these. The more effective and efficient these curricula are in the curriculum, the more meaningful the teaching and learning process will be. All these documents should be structured primarily in accordance with the conditions of the country where they are made, taking into consideration the opportunity equality at the same time as addressing the issue rather than the matter. This is because any school or student profile that is held back in effect when revised curriculum are applied can experience problems due to any structure that is insufficient in the program. This can make the influence of the education process meaningless.

The way to reduce the most situations that may arise when revising educational curriculum, which play a major role in achieving a positive qualification of the educational process, is the holistic comparison of educational curriculum. When the literature is examined, studies on various aspects of primary school curriculum are found. These are the Life Science lesson curriculum(Aykaç, 2011; Şahin, 2009; Türkyılmaz, 2011; Türkeş, 2008; Alak 2011; Gümüş ve Aykaç, 2012; Güven, 2010; Yıldırım ve Turan, 2015), Science curriculum (Gömleksiz ve Bulut, 2007; Saban, Aydoğdu ve Elmas, 2014; Yangın ve Dindar, 2007; Eş ve Sarıkaya, 2010), Mathematics curriculum (Baş, 2017; Arseven, Kontaş ve Arseven, 2014; Demir ve Vural, 2017; Özmantar ve Öztürk, 2017), Turkish teaching program (Melanlıoğlu, 2008; Bozkurt ve Ulucan, 2014; Şahin, 2007; Dilidüzgün, 2009; Erdem, 2007; Eyüp, 2008; Özoğul, 2007; Altunkaya, 2010; Özgülen, 2009), Social studies curriculum (Akpınar ve Kaymakçı, 2012; Çelikkaya, 2011; Ersoy ve Kaya, 2009; Kaymakçı, 2009) dimensions. However, the studies are planned as a single program. The study is structured in an integrated manner to cover the basic lessons in primary school curriculum. It is thought that working will contribute to the literature in this direction. The aim of the study is to compare the primary school curriculum of 2015 and 2017. For this purpose, the answers to the following questions are sought:

1. How are the primary school curricula of 2015 and 2017 compared to the areas of learning and number of achievements?

2. How are the primary school curricula of 2015 and 2017

compared in terms of values?

3. How are the 2015 and 2017 elementary school curricula compared to the skills?

4. How are the primary school curricula of 2015 and 2017 compared in terms of measurement and evaluation approaches?

5. How are the primary school curricula of 2015 and 2017 compared in terms of learning and teaching processes?

Method

The research has qualitative research capability. This research is a descriptive study in the screening model. In order to compare primary and secondary education curricula in the survey in 2015 and 2017, the learning areas and the number of achievements among the curriculum were described by comparing them with text analysis methods in terms of values, skills, learning-teaching processes, measurement and evaluation approaches.

In the study, criteria sampling method was used as the basis of the objective sampling types. In this context, previously used and used curriculum approved by the Ministry of National Education constitute the measure of the study. The curriculum achievements under investigation were obtained from the web site of the Ministry of National Education Education Board. (http://ttkb.meb.gov.tr/program). 2015 and 2017 The achievements of primary school levels in Turkish, Mathematics, Life Sciences, Social Sciences and Sciences curricula were all studied within the scope of the research.

Document analysis (analysis) was used in qualitative research techniques in the collection, analysis and interpretation of research data. Document review includes an analysis of written materials containing information about the cases or phenomena targeted for investigation (Yıldırım ve Şimşek, 2016, s.189). Document analysis can be defined as the collection and examination of written and visual material (Sönmez ve Alacapınar, 2016, s.108). The research is structured considering the stages of document analysis.

Findings and Conclusion

"Oral Communication" learning field in the 2015 Turkish curriculum is described as "Listening / Monitoring and Speaking" in the Turkish curriculum in 2017. In the Turkish curriculum of 2017, the number of achievements in the field of speech learning is very low compared to other learning areas. The "Data" learning area in the 2015 Mathematics curriculum was changed to "Data Processing" in the 2017 Mathematics curriculum. According to Head (2017), it was also determined that a 2015 and 2017 program adopts a unit-based approach. 2015 and 2017 "Healthy Life" and "Safe Life" units are included in both curriculum in the Life Science curriculum. In the 2015 and 2017 Science curriculum, "Physical Events", "World and Universe" units were found to be the same in both curriculum. In addition, the "Science and Engineering Applications" unit was newly added to the 2017 Science curriculum. 2015 and 2017 In the Social Studies curriculum it has been determined that "Individuals and Society",

"Science, Technology and Society", "Effective Citizenship", "Global Connections" are common in both curriculum.

2015 Turkish, Mathematics and Science curriculum does not include value expression. 2015 and 2017 In Life Science and Social Studies curricula, it can be said that the curriculum are formed in a spiral nature, as common values are common.

Unlike the 2015 curriculum, it is determined that there are 8 key competencies in the 2017 curricula.

It is a general process-oriented approach to measurement assessment approaches in the 2015 and 2017 curricula. Furthermore, it has been determined that the 2017 Social Studies curriculum is described with an understanding of individual differences.

It has been determined that the 2017 curriculum emphasizes the necessity of preparing an Individualized Education Program (IEP), especially for students who need special education based on individual differences.

Suggestions

According to the results obtained from the surveys examined in this study, the following suggestions can be given:

Program development specialists, teachers, etc. may be able to provide an activity according to the program gains of the trainees. These events may be included in the program as sample applications. In-service training can be given to the teachers involved in the event preparation process.

In examinations like PISA and TIMSS, the current situation can be described by examining the changes in the day-to-day curriculum that have made students more successful, and the positive aspects of the changes can be combined to create a new understanding of the program.

Keywords: Primary school curriculum, Turkish curriculum, Mathematics curriculum, Life sciences curriculum, Science curriculum, Social sciences curriculum

2015 VE 2017 TARİHLİ İLKOKUL PROGRAMLARININ KARŞILAŞTIRILMASI

ÖZET

Günümüzün sosyal ve ekonomik koşullarında etkin rol oynayabilecek bireyler yetiştirebilmek, ülkelerin uluslararası alanda rekabet edebilirliği ile doğrudan ilişkilendirilmektedir. Bu durum; ülkeleri sorumluluk sahibi, problem çözebilen, karar verme becerileri gelişmiş, eleştirel ve inovatif düşünebilen bireyler yetiştirmeye imkân sağlayacak bir eğitim modeli arayışına yönlendirmektedir. Bu nedenle öğretim programları dinamik bir yapı içermekte, çağın dönüşüm ve gelişim döngüsüne uygun olarak sık sık yenilenmekte veya revize edilmektedir. İlkokul programları temel eğitim seviyesinde öğrenme-

öğretme sürecinin planlı yürütülmesini sağlayan bir araç niteliği taşımaktadır. İlkokul pek çok disiplini bünyesinde barındıran eğitim kademesidir. Bu düzeyde öğrenimlerine devam eden öğrencilere Türkçe, Matematik, Hayat Bilgisi gibi temel disiplinlerle ilgili bilgi ve beceri kazandırmak esastır. Bu sebeple ilkokul programları bünyesinde pek çok dersin öğretim programını içermektedir. Bu araştırmada 2015 ve 2017 tarihli ilkokul programlarının karşılaştırılması amaçlanmıştır. Bu amaca yönelik olarak Millî Eğitim Bakanlığının yayımlamış olduğu 2015 ve 2017 yılı Türkçe, Matematik, Hayat Bilgisi, Fen Bilgisi, Sosyal Bilgiler dersi öğretim programları veri kaynağını oluşturmuştur. Bu kapsamda ilkokulda temel dersler olan Türkçe, Matematik, Hayat Bilgisi, Fen Bilgisi, Sosyal Bilgiler dersi öğretim programları kazanım, tema, değerler, beceriler, ölçme yaklaşımları vb. açısından incelenmiş ve karşılaştırılmıştır. Araştırmada verilerin toplanması, analizi ve yorumlanması sürecinde nitel araştırma deseni benimsenmiş, veriler doküman incelemesi yoluyla elde edilmiştir. İlkokulun diğer öğrenim süreçlerinin temeli olduğu düşünüldüğünde bu kademedeki programların, iyi vatandaş yetiştirme boyutuyla ön plana çıktığı gözlenmiştir. Çalışmanın programlarla ilgili ileride yapılacak çalışmalara önemli bir katkı sunacağına inanılmaktadır.

Anahtar Kelimeler: İlkokul programı, Türkçe öğretim programı, Matematik öğretim programı, Hayat Bilgisi öğretim programı, Fen Bilgisi öğretim programı, Sosyal Bilgiler öğretim programı

Introduction

Primary school curriculum consist of the educational process through which primary school information is given through various courses. This training process involves many elements. Theme, unit, areas of learning, achievements, skills, values, learning and teaching processes, measurement and evaluation approaches are some of these. The more effective and efficient these curricula are in the curriculum, the more meaningful the teaching and learning process will be. All these documents should be structured primarily in accordance with the conditions of the country where they are made, taking into consideration the opportunity equality at the same time as addressing the issue rather than the matter. This is because any school or student profile that is held back in effect when revised curriculum are applied can experience problems due to any structure that is insufficient in the program. This can make the influence of the education process meaningless.

Among the lessons in primary school, especially in Turkish, Mathematics, Life Science, Science and Social Sciences courses can find solutions to the problems encountered in the life of the child, to be able to express themselves and to adapt to the collective life. The child can communicate effectively with the environment with the Turkish lesson in the elementary school age and express himself / herself in a suitable way. With the mathematics lesson, he can explain the events in his life in the context of the result relation and learn about the arithmetic operations he can use in daily life. With Life Science lesson, social facts and events can be understood and problem-solving ability can be transferred to everyday life. With science lessons, the child can help develop observation skills and create an attitude toward the environment. Social studies can help children with a social being as a democratic citizen. These lessons, which offer sections from everyday life, provide important contributions to the child's sense of responsibility and responsibility. Because a responsible child with a sense of responsibility can be successful in creating future career plans, home life, work life and communicating with people. The child may become aware of himself and his surroundings. In the formation of this awareness, lessons take on a holistic role in an interdisciplinary structure. This

integrity indicates the continuity of the education and training process. Part of this process is teaching curriculum. When Turkish language teaching program is examined, it is important for the child to develop the skills of listening, speaking, reading and writing and to communicate with the child in the mother tongue. The mathematics curriculum is important for the child to achieve the four skills he / she uses in every area of his / her life. Because the theoretical knowledge becomes meaningful when it is converted into applied knowledge. The Life Science lesson curriculum is important in terms of being life itself, establishing an individual-society-nature relationship, and integrating value education with the life of the child. The science curriculum emphasizes the child's ability to recognize the world of living things, to observe natural phenomena in everyday life, to produce various experiments based on problems in everyday life, and to find solutions to the problem. The Social Studies curriculum, which is the foundation of the Life Science curriculum, is important in terms of cultivating democratic citizens who are respectful of the rights and the law that protects and develops, protects and develops its past and future values.

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Universe and Sampling

In the study, criteria sampling method was used as the basis of the objective sampling types. In this context, previously used and used curriculum approved by the Ministry of National Education constitute the measure of the study. The curriculum achievements under investigation were obtained from the web site of the Ministry of National Education Education Board.

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Data Collection and Analysis

Document analysis (analysis) was used in qualitative research techniques in the collection, analysis and interpretation of research data. Document review includes an analysis of written materials containing information about the cases or phenomena targeted for investigation (Yıldırım ve Şimşek, 2016, s.189). Document analysis can be defined as the collection and examination of written and visual material (Sönmez ve Alacapınar, 2016, s.108). The research is structured considering the stages of document analysis.

Results

Table 1. Comparison of primary school curricula of 2015 and 2017 in terms of learning fields and number of gains

Curriculum	2015					2017				
	Learning area-theme-unit	Number of achievements by class level				Learning area-theme-unit	Number of achievements by class level			
		1.	2.	3.	4.		1.	2.	3.	4.
Turkish	Oral Communication	14	15	13	10	Listening / Viewing	11	9	13	13
	Reading	18	18	23	28	Talking	4	4	6	6
	Writing	9	10	11	11	Reading	19	19	28	37
						Writing	13	14	17	21
Total		41	43	47	49		47	46	64	77
Mathematics	Numbers and Transactions	24	29	35	40	Numbers and Transactions	19	25	36	34
	Geometry	7	9	10	12	Geometry	6	8	10	12
	Measuring	12	16	21	26	Measuring	10	16	23	21
	Data	2	3	4	2	Data Processing	1	1	3	4
Total		45	57	70	80		36	50	72	71
Life Science	Me and School	14	11	6		Life in Our School	15	11	9	
	My Family and Home	6	6	6		Life in Our Home	7	9	8	
	Healthy life	12	7	5		Healthy Life	7	7	5	
	Safe Life	7	8	10		Safe Life	7	6	6	
	I Love My Country	7	7	9		Life in Our Country	6	8	9	
	Nature and Environment	8	10	7		Life in Nature	8	9	6	
Total		54	49	43			50	50	43	
Science	Life and Life			9	15	Life and Life			11	8
	Substance and Change			4	11	Matter and Nature			4	10
	Physical Events			16	19	Physical Events			16	20
	Earth and the Universe			3	1	Earth and the Universe			5	5
						Science and Engineering Applications			-	3
Total				32	46				36	46
Social Studies	Individual and Society				4	Individual and Society				5
	Active Citizenship				3	Culture and Heritage				4
	People and Space				6	People, Places and Circles				6
	Economy and Sustainability				5	Science, Technology and Society				5
	Cultural heritage				4	Production, Distribution and Consumption				5
	Global Connections				3	Active Citizenship				4
	Science, Technology and Society				4	Global Connections				4
Total					29					33

When the comparisons of the primary school curricula of 2015 and 2017 according to Table 1 are examined in terms of learning areas and number of achievements, it has been determined that oral communication, reading and writing learning areas in the Turkish language teaching program of 2015 are areas of Learning / Listening, Speaking, Reading and Writing in the Turkish teaching program of 2017. The number of gains in 1st, 2nd, 3rd and 4th grade levels in the Turkish education program of 2015 and 2017 continues to increase. 2015 "Numbers and operations in Mathematics curriculum, Geometry, Measurement, Data" learning fields. 2017 Mathematics curriculum designates "Numbers and Operations, Geometry, Measurement, Data Processing.". It is determined that the least acquisition in the learning areas is towards the field of data learning. 2015 Life Science curriculum designates "Me and School, My Family and Home, Healthy Life, Safe life, Love of Country, Nature and Environment". 2017 Life Science curriculum is determined "Life in Our School, Life in Our Home, Healthy Life, Safe Life, Life in Our Country, Life in Nature". The number of achievements in the 2015 and 2017 Life Science curricula is decreasing from the first to the third. "Living and Life, Matter and Nature, Physical Events, Earth and Universe, Science and Engineering Practices" are expressed as units in 2015 Science curriculum as 2015 units in the curriculum of Science program are depicted as "Living and Life, Matter and Change, Physical Events, Earth and Universe".

"Individual and Community, Effective Citizenship, People and Space, Economy and Sustainability, Cultural Heritage, Global Connections, Science, Technology and Community" units in the 2015 Social Studies curriculum; The 2017 Social Studies curriculum is expressed under the name of Individual and Society, Culture and Heritage, People, Places and Environments, Science, Technology and Society, Production, Distribution and Consumption, Effective Citizenship, Global Connections.

Table 2. Comparison of primary school curricula dated 2015 and 2017 in terms of values

Curriculum	2015	2017
Turkish	-	Implicitly
Mathematics	-	Justice, Sharing, Scientificity, Flexibility, Aesthetics, Equality, Freedom, Patience, Respect, Responsibility, Saving
Life Science	Justice	Justice
	Scientific	Scientific
	Diligence	Diligence
	Solidarity	Solidarity
	nature love	Sensitivity
	Accuracy	Accuracy
	Honesty	Honesty
	Aesthetic	Aesthetic
	Confidence	Confidence
	Tolerance	Fidelity
	Pity	Pity
	Hospitality	Hospitality
	Self-confidence	Independence
	Sharing	Sharing
	Patience	Patience
	Respect	Respect
	Love	Love
	Responsibility	Responsibility
	Patriotism	Patriotism
	solidarity	Helpfulness
		Friendship
		Emphasis on family unity
Science	-	Scientific, ethical and social values will be implicit

Social Studies	Responsibility	Responsibility
	Adopting a democratic attitude	Emphasis on family unity
	Respect	Respect
	Fairness	Justice
	Cleaning	Aesthetic
	Environmental awareness	Love
	Saving	Saving
	Conscious consumption	Honesty
	Sharing	Equality
	Solidarity	Solidarity
	Solidarity	Helpfulness
	Respect for cultural heritage	Patriotism
	Respect for differences	Peace
	Tolerance	Independence
	Sensitivity	Sensitivity
		Freedom
		Scientific
		Diligence

When the comparison of the primary school curricula dated 2015 and 2017 in terms of values is examined according to Table 2, while the value expression is not given in the 2015 Turkish curriculum; It is stated in the Turkish language teaching program of 2017 that the value expressions should be given implicitly through the gains. 2015 Value expression not included in the Mathematics curriculum; "Justice, Sharing, Scientificness, Flexibility, Aesthetics, Equality, Freedom, Patience, Respect, Responsibility, Saving" values are included in the 2017 Mathematics curriculum. Values of "Justice, Scientificness, Hard Work, Solidarity, Integrity, Honesty, Aesthetics, Trust, Compassion, Hospitality, Respect, Love, Patience, Sharing, Responsibility, Patriotism and Benevolence" are shared in both curriculum in 2015 and 2017 Life Science curricula. While the values of "Love of Nature, Tolerance, Self-confidence" are also included in the 2015 curriculum of Life Science; In the curriculum of Life Science of 2017, "Sensitivity, Loyalty, Independence, Friendship, Giving Importance to Family Union" values are included. 2015 While there is no value expression in Science curriculum; 2017 Scientific, ethical and social values "Implications of implications should be given in Science curriculum. Values of "Responsibility, Respect, Justice, Saving, Solidarity, Cooperation, Sensitivity" are common in the Social Studies curriculum of 2015 and 2017. 2015 In the Social Studies curriculum, "Values of Family Unity, Aesthetics, Love, Honesty, Peace, Freedom of Expression, and Social Justice" are included in the Social Studies curriculum with the values of "Democratic Attitude Adoption, Cleanliness, Conscious Consumption, Environmental Awareness, Sharing, Respect for Cultural Heritage, Respect for Diversity, Tolerance, Independence, Equality, Freedom, Scientificness, Hard work ".

Table 3. Skill comparison of primary school curricula dated 2015 and 2017

Curriculum	2015	2017
Turkish	Thinking, Understanding, Sorting, Classifying, Interrogating, Relating, Criticizing, Estimating, Analyzing-synthesizing, Evaluation	8 key competencies determined within the scope of Turkish Competency Framework (main level communication, communication in foreign languages, basic competences in mathematical competence and science / technology, digital competence, learning, social and citizenship competence, initiative and entrepreneurship, cultural awareness and expression)
Mathematics	Problem solving	Problem solving
Life Science	Reasoning	Reasoning
	Mathematical modeling	Mathematical modeling
	Communication using mathematical language	Contact
	Proper use of tools and equipment	Mathematical process skills
	Using information and communication technologies	Information and communication technologies (BİT)
		Attribution
		Affective skills
		Psychomotor skills
	Cooperation	Cooperation
	Research	Research
	Observation	Observation
	Contact	Contact
	-	Solve problem
	Using Information and Communication Technologies	Using Information and Communication Technologies
	entrepreneurship	entrepreneurship
	To decide	To decide
	Use of Resources	Use of Resources Time management
	Self-Protection	Self-Protection Balanced diet Rules of Conformity Nature Conservation Protect Your Health
	Balanced diet	Self-management Personal care Self-Recognition Accountability Detecting Space Career Development Social Participation
	Perception of Change and Continuity	Perception of Change and Continuity
	--	Recognition of National and Cultural Values
	Scientific process skills (observing, measuring, classifying, recording data, hypothesising, using data and modeling, changing and controlling variables, conducting experiments)	Scientific process skills (observing, measuring, classifying, recording data, hypothesising, using data and modeling, changing and controlling variables, conducting experiments)
Science	Life skills (Analytical thinking,	Life skills (Analytical thinking,

	Decision making, Creative thinking, Entrepreneurship, Communication, Team work)	Decision making, Creative thinking, Entrepreneurship, Communication, Team work)
Social Studies	Active listening and discussion	-
	Social participation	Social participation
	Contact	Contact
	Problem solving	Problem solving
	To decide	To decide
	Observation	Observation
	Perception of space	Perception of space
	Geographical inquiry and location analysis	Map literacy
	Drawing and interpreting tables, charts and diagrams	Location analysis
	Economic literacy	Drawing and interpreting tables, charts and diagrams
	Research	Financial literacy
	Using evidence	Research
	Perception of change and continuity	Using evidence
		Perception of change and continuity
		Environmental literacy
		Political literacy
		Digital literacy
		Media literacy
		Critical thinking
		Realize mold judgment and prejudice
		Self-audit
		Use correct, beautiful and effective Turkic
		Innovative thinking
		Perception of time and chronology

When the comparison of primary school curricula dated 2015 and 2017 according to Table 3 is examined, the competencies of the 2015 Turkish curriculum are determined as "Thinking, Understanding, Sorting, Classifying, Interrogating, Relating, Criticizing, Estimating, 8 key competencies determined within the framework of the Turkish Proficiency Framework (mainstream communication, communication in foreign languages, basic competences in mathematical competence and science / technology, digital competence, learning, social and civic competence, initiative and entrepreneurship, cultural awareness and expression). 2015 Mathematics curriculum "Problem solving, Reasoning, Mathematical modeling, Communication in the mathematics curriculum 2017" Mathematical modeling, Communication using mathematical language, Using tools and materials in an appropriate way, Using information and communication technologies ", Mathematical process skills, Information and communication technologies (ICT), Attribution, Affective skills, Psychomotor skills ". In 2015 and 2017 Life Science curricula, "Cooperation, Research, Observation, Communication, Using information and Communication technologies, Entrepreneurship, Decision making, use of resources, Self-Protection, Balanced Nutrition, Continuity perception "skills have been identified as common skills in both curriculum. In the 2017 Life Science curriculum, the skills of "Problem solving, Time management, Protection of health, Self-management, Responsibility awareness, Location awareness, Career awareness development, Social participation, Recognition of national and cultural values" are also included in the program. (Analytical thinking, Decision making, Decision making, Modeling, Using data and Modeling, Changing and Controlling variables, Experimenting), scientific skills (Observation, Measurement, Classification, Data recording, Hypothesis formation, Data use and Experimentation) in 2015 and 2017 Science curriculum. Creative Thinking, Entrepreneurship, Communication, Teamwork) "as common skills. The skills of "Social

participation, Communication, Problem solving, Decision making, Observation, Perception of space, Drawing and interpreting tables, graphics and diagrams, Economic literacy, Research, Use of Evidence, Change and perception of continuity" in the 2015 and 2017 Social Studies curriculum common skills. "Literacy", "Environmental literacy", "Political literacy", "Digital literacy", "Media literacy", "Critical Thinking", "Empathy", "Entrepreneurship", and "Entrepreneurship" in the Social Studies curriculum of 2015, Business union, Ability to recognize mold judgment and prejudice, Self-control, True, beautiful and effective use of Turkish, Innovative thinking, Perception of time and chronology ".

Table 4. Comparison of primary school curricula 2015 and 2017 in terms of assessment and evaluation approaches

Curriculum	2015	2017
Turkish	Process and result based	Process and performance based
Mathematics	Self-evaluation and peer evaluation	Recognition, Monitoring (formatting) Conclusion (product) focused
Life Science	Process, performance and product evaluation	Verbal, for recognition For writing, performance and product evaluation Self-assessment
Science	Process, performance and product evaluation Complementary measurement tools and techniques	Process and product evaluation Self-assessment Peer review Group evaluation
Social studies	Process-focused Self-assessment	Recognition, Monitoring (formatting) Conclusion (product) focused Individual differences must be considered.

When the comparison of the primary and secondary curricula of 2015 and 2017 according to Table 4 is examined in terms of measurement and evaluation approaches, process and result based, self-evaluation and peer evaluation are suggested in the 2015 Turkish curriculum. 2015 Mathematics curriculum has adopted Integrated, Process-based, Peer evaluation expression, Mathematics curriculum has adopted Recognition, Tracking (format), Result (product) oriented approaches. 2015 Life Science curriculum includes process, performance and product evaluation approaches. For written, performance and product evaluation, self-evaluation is included. It has been determined that Process, performance and product evaluation, complementary measurement tools and techniques should be used in the 2015 Science curriculum. Process and product evaluation, self-evaluation, peer evaluation, group evaluation expressions are included in the 2017 Science curriculum. 2015 Social Studies curriculum is Process-focused, Self-assessment is carried out, 2017 Social Studies curriculum includes Recognition, Monitoring (formation), Conclusion (product) focused, Individual differences are taken into consideration. The use of portfolio as a measurement tool is at the forefront of process based evaluation. The portfolio assessment method is continuous in the education and training process and covers the evaluation of all processes, not only the student and the learning product (Başol ve Erbay, 2017).

Table 5. Comparison of primary school curricula in 2015 and 2017 in terms of learning and teaching processes

Curriculum	2015	2017
Turkish	Voice-based sentence method Thematic approach Creating meaning through intra-text, non-text and inter-text reading Spiral, considering developmental characteristics	Individual differences based Active participation Making use of information and communication technologies BEP must be prepared
Mathematics	Student active Sharing my deductions Intellectual processes in the front panel The teacher should think about the reasons for the misconceptions. Mathematics is the result of cultural sharing.	Individual differences based The interest, wishes and needs of the learners should be taken into account. Flexibility should be demonstrated in the program for students with special needs.
Life Science	Unit-based Individual differences based Active participation In-class and out-of-class applications should be done.	Individual differences based The interest, wishes and needs of the learners should be taken into account. Flexibility should be demonstrated in the program for students with special needs.
Science	Active participation Research-based teaching strategy Individual differences based BEP must be prepared for individuals who need special education.	Holistic view Integration of science with mathematics, technology and engineering must be ensured. Learning process; discovering, interrogating, creating arguments, designing products.
Social Studies	Achieving together, approaching responsibility together	Concept teaching is important It is important to take advantage of non-school settings (segi, museum etc.) The course should be supported by literary products Activities to develop digital citizenship competencies should be included.

When the comparison of primary and secondary curricula in terms of learning and teaching processes of 2015 and 2017 according to Table 5 is examined, it is seen that "The voice based sentence method, Thematic approach, meaning by reading between text and non-text and reading between texts, Spiral should be given ". In the 2017 Turkish curriculum, "Individual difference is essential, active participation, utilization of information and communication technologies, preparation of Individualized Education Program (IEP)" is mentioned. 2015 Mathematics curriculum "Student active, sharing inferences, Intellectual processes in the foreground, Teacher must consider the reasons for the misconceptions of the concept. Mathematics is the result of cultural sharing. " In the 2017 Mathematics curriculum, "Individual differences are essential, the interest, desire, needs of the learners should be considered, and flexibility should be demonstrated in the program for students with special needs." 2015 Life Science curriculum, "Unit-based, Individual-based, Active participation, In-class

and out-of-class applications should be done." In the 2017 Life Science curriculum, "Individual differences are essential, the interest, desire, needs of the learners should be taken into consideration. Flexibility should be demonstrated in the program for students with special needs. " 2015 Science curriculum, "Active participation, Research-based teaching strategy, Individual difference is essential, Individualized Education Program (IEP) must be prepared for individuals with special education needs." In the 2017 Science curriculum, "The holistic perspective, the integration of science with mathematics, technology and engineering must be ensured. Learning process; discovering, questioning, creating an argument, designing a product. " 2015 Social Studies curriculum "Co-achievement, co-responsibility to take the approach" is included in the 2017 Social Studies curriculum "Concept teaching is important. It is important to take advantage of non-school settings (exhibition, museum etc.). The course should be supported with literary products. The activities to improve digital citizenship competencies should be included. "

Conclusion and Recommendations

Conclusion

"Oral Communication" learning field in the 2015 Turkish curriculum is described as "Listening / Monitoring and Speaking" in the Turkish curriculum in 2017. In the Turkish curriculum of 2017, the number of achievements in the field of speech learning is very low compared to other learning areas. The "Data" learning area in the 2015 Mathematics curriculum was changed to "Data Processing" in the 2017 Mathematics curriculum. According to Head (2017), it was also determined that a 2015 and 2017 program adopts a unit-based approach. 2015 and 2017 "Healthy Life" and "Safe Life" units are included in both curriculum in the Life Science curriculum. In the 2015 and 2017 Science curriculum, "Physical Events", "World and Universe" units were found to be the same in both curriculum. In addition, the "Science and Engineering Applications" unit was newly added to the 2017 Science curriculum. 2015 and 2017 In the Social Studies curriculum it has been determined that "Individuals and Society", "Science, Technology and Society", "Effective Citizenship", "Global Connections" are common in both curriculum.

2015 Turkish, Mathematics and Science curriculum does not include value expression. 2015 and 2017 In Life Science and Social Studies curricula, it can be said that the curriculum are formed in a spiral nature, as common values are common.

Unlike the 2015 curriculum, it is determined that there are 8 key competencies in the 2017 curricula.

It is a general process-oriented approach to measurement assessment approaches in the 2015 and 2017 curricula. Furthermore, it has been determined that the 2017 Social Studies curriculum is described with an understanding of individual differences.

It has been determined that the 2017 curriculum emphasizes the necessity of preparing an Individualized Education Program (IEP), especially for students who need special education based on individual differences.

Recommendations

According to the results obtained from the surveys examined in this study, the following suggestions can be given:

Program development specialists, teachers, etc. may be able to provide an activity according to the program gains of the trainees. These events may be included in the program as sample applications. In-service training can be given to the teachers involved in the event preparation process.

In examinations like PISA and TIMSS, the current situation can be described by examining the changes in the day-to-day curriculum that have made students more successful, and the positive aspects of the changes can be combined to create a new understanding of the program.

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