

The Applicability of Turkic World Texts in Secondary School Turkish Textbooks in the Context of Literacy

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ABSTRACT

The study aimed to investigate the effect of the course content developed based on Turkic World literary texts on students' academic achievement and attitudes towards Turkic World texts in the 8th-grade Turkish course. Gender and age differences in attitudes toward Turkic World texts were also examined. A quantitative research approach with a weak experimental design was used. Fifteen students studying in a public school in Bursa, Turkey, participated in the study. The experimental procedure applied "Course Content Prepared with Turkic World Literary Texts (CCPTWLT)" for six weeks, while the researcher used the "Turkic World Literary Texts Achievement Test (TWLTAT)" and "Attitude Scale for Turkic World Literary Texts (ASTWLT)" as pre-test and post-test to reveal the effect of the experimental procedure were developed by the researcher. Mann-Whitney U and T-Test were used to analyze the data. The study results show a significant increase in students' academic achievement by implementing CCPTWLT ($p=.003$). However, no significant difference was found between the pre-test and the post-test, although students' attitudes increased in the Interest sub-dimension ($p>.05$), Turkic World sub-dimension ($p>.05$), Language of Texts sub-dimension ($p>.05$), Pronunciation dimension ($p>.05$) of the Attitude Scale after CCPTWLT practices. Finally, the study revealed that the ASTWLT scores did not differ significantly according to age and gender.

Key words: Literacy, Cultural Literacy, National Culture, Turkish Class, Turkic World Literary Texts, Teaching of Turkic World Literary Texts

INTRODUCTION

Literacy can be defined as reading, writing and interpreting signs in a language. In other words, it is the ability to effectively use the communicative symbols that society has made meaningful. Literacy, which was initially defined as the individual's recognition, reading and understanding of written signs, is now defined as not only reading and writing but also the way to use them in daily life and to prepare the individual for social, economic, civic duties and roles (Güneş, 2017). Literacy is the most important factor for a society to develop, to read the past and direct the future, and to contribute to science and culture.

Reading is the basis of literacy. Reading is defined as a skill that opens new horizons for the individual, enables one to keep up with the modern age, allows questioning of what is happening in the world and helps to play an active role in the environment. In this context, literacy is the ability to understand objects, phenomena and events with the effective use of the reading skill that starts with the vocalization and interpretation of written symbols and to express themselves by adding their essence to what they understand. In other

words, literacy is a way of interaction. It is a means of understanding, sharing, interpreting and transferring information, skills and social norms in society to the next generations.

According to this perspective and with the innovations brought by the digital age, there are many types of literacy. Technology literacy, environmental literacy, media literacy, visual literacy, and health literacy are some of them. Güneş (2017, p. 232) states that multiple and various literacy approaches are applied in most countries today. These are traditional literacy, functional literacy, awareness-raising literacy, and multiple and diverse literacy.

In this study, in the context of literacy, the comprehension of the texts written in the language spoken by Turkic tribes living in different geographies by children studying at the secondary school level in Turkey was examined. With the awareness-raising literacy approach, the teachability of the Turkic World literary texts within the framework of the national culture theme of the 8th-grade Turkish course was analysed by pointing out the historical background of the Turkic World. In addition, it is also seen that in the study process, students made references to historical literacy along with a linguistic study.

Turks have a rich history. They are one of the ancient peoples whose history goes back thousands of years. The Turkic peoples, who spread from Inner Asia to Eurasia, from the Balkans as far as the Middle East, have throughout history founded powerful states, brought great civilisations, and also had an impact on other civilisations. The Turks, who emerged from Inner Asia and spread over a wide area, also took their own cultures to the regions they spread to (Ercilasun, 2004, p. 13; Öner, 1998, p. 71). They also activated the language, which is the most important component of culture, in the areas where they lived, and in many places, they earned for Turkish the status of a *lingua franca* (common language of communication) (Wagner, 1999, pp. 283, 292; Karaağaç, 2015, p. 37; Latifova, 2017, p. 373; Aliyeva Çınar, 2017, p. 129). Moreover, just as they took words from other languages they also gave many words to other languages (Karaağaç, 2008, p. v; Karaağaç, 2015, p. 36; TBKKS, 2015, p. 6).

Although the Turks were divided into various branches (the Oghuz, Kipchak, Chagatai) in line with the political and cultural changes in the Turkic World from the 10th century onwards, it is seen that the language used among the Turkic tribes was mutually understandable; that is, that they used a common language (Ercilasun, 2004; Akar, 2005, p. 130). However, as they spread to regions distant from each other during the historical process, dialects also began to form as each group's own dialect characteristics began to dominate (Baskakov, 1988, p. 21; İbrahimov, 2016, p. 214). During this process, their use of different alphabets, their creation of their own specific pronunciation in the written language, and their interaction with other peoples led to the drawing of boundaries between dialects (Buran & Alkaya, 2009, p. 60). As a result of these political and cultural changes, communication between the Turkic tribes was broken, and the Turkish language that was used began to lose the strength of its commonality. It is also clear that among the Turkic dialects that exist today, there are not only phonetic and morphological differences, but also semantic and syntactic differences.

From the 1860s onwards, the Turks living in Russia were late in adapting to the Industrial Revolution and to modernisation. The spread of the modernisation movements and the *usul-i jadid* (Jadidist) educational approach, pioneered by İsmail Gaspıralı (Ismail Gasprinsky) from the 1880s onwards, triggered a process of rapprochement, of cultural integration among the Turks by awakening a consciousness of ancestry and linguistic unity between them (Akpınar, 2020, p. 23). Considering Gaspıralı's ideal of "Unity in language, thought and work!" the idea that there should be a common language of communication among these Turkic peoples living in lands far from each other became important (Yaman, 2013, p. 878). Gaspıralı put this idea into practice with the *Tercüman* newspaper that commenced publication in 1883 (Akpınar, 2015, p. 53).

Following the breakup of the Soviet Union in 1990, communication again began to be established between Turkic peoples who had remained apart for a long time. However, it was seen that these Turkic peoples, who spoke different dialects, had difficulty in communicating with each other. As a result of studies made on dialects in the Turkic republics and

especially in Turkey, it was concluded that there should be a common language of communication and a common alphabet among the Turkic peoples (Ercilasun, 2004, pp. 529-532; Gökdağ, 2013, p. 563; Aliyeva, 2011, p. 43). However, the targets that were set have not been fully achieved up to the present.

For reasons such as the development of international relations in the globalising world order, the spread of the use of technology, the facilitation of transport between countries, the possibility of receiving undergraduate and postgraduate in different countries, and touristic visits aimed at seeing different countries, the need to learn foreign languages has increased. The learning of Turkish has also gained momentum among these languages in recent years. The number of people learning Turkey Turkish in their own countries or by coming to Turkey is increasing day by day. Among these people, the desire of people of Turkic origin to learn Turkey Turkish is also great. Thanks to the education given both in Turkey and in their own countries by institutions such as the Yunus Emre Institute and the Maarif Foundation, the number of people in the Turkic World who can speak Turkey Turkish is steadily increasing (Biçer, 2020, pp. 61-62). This development in the Turkic World has begun to bring into being the aforementioned common language of communication. In line with this, efforts to create a common alphabet have also gained momentum (Argunşah, 2020, p. 195; Gökdağ, 2020, pp. 226-227; Kara, 2020, pp. 246-247; Kabadayı, 2018, p. 398; Çakın & Akman, 2017, p. 288). However, the fact that the common language of communication is Turkey Turkish should not lead to the neglect of the dialects spoken by the other Turkic peoples, since the Turkic peoples should understand one another, benefit from each other, and feed each other, and in this way, higher quality literary and cultural products can be produced.

Problem Statement

The literary works of the Turkic World, which have been shaped and come down to the present day during a historical development lasting thousands of years, have been transferred as a rich heritage that contains and reflects cultural elements. One of the important goals of the Turkish course is to introduce these cultural riches to students and enable students to grasp them. Thanks to these cultural riches, students form solid bridges between the past and future, and, as individuals who grow up with the national and human values of society, they direct future generations with the ideals that come from their ancestors.

Each of the Turkic peoples of today has created its own specific literature. Although these literary works appear different at first sight, they essentially form a rich cultural treasure nourished by the same language and culture. These cultural riches, which are distant from each other in different geographical areas today, can feed each other even more and create a great heritage. As stated by Akalın (2002), for this to occur, "The Turkic peoples must read each other's literary works and have them read. Texts in all Turkic dialects must be included in schoolbooks, in their original forms and in forms translated into that dialect."

In fact, in Turkey, developments related to the Turkic World were mentioned in curricula and textbooks in the field of education after 1991. Particularly, subjects related to the Turkic World were included in the 1998 social studies and literature textbooks. Literary works written in different dialects and with their own unique language expression, and information about the formation of literatures were included in the Contemporary Turkish Literature section in literature books. However, in the 2018 Secondary School Turkish Language and Literature Course Curriculum (9th, 10th, 11th and 12th grades), the subjects were narrowed. Namely, it was determined that in Unit 3: Poetry, of the 11th grade Turkish Language and Literature course book, two examples of poems from Turkic World literature would be studied by choosing poems of Bahtiyar Vahabzade from Azerbaijan and Muhammed Hüseyin Şehriyar from Iran; and that in Unit 4: the Novel, one example of a novel from Turkic World literature would be examined (MEB, 2018). At the second level of primary school (5th, 6th, 7th and 8th grades), however, no Turkic World texts were included.

The Turkic World culture is an old, deep-rooted and developed culture. Transferring this culture to future generations is of great importance. The ideal of “Unity in language, thought and work!” put forward by İsmail Gaspiralı almost a century ago also remains valid today. The principal key to unity and solidarity in the Turkic World, unity in thought and work, is unity in language. Therefore, both in Turkey and in countries and autonomous regions inhabited by Turkic peoples, examples of Turkic World literatures should be taught to those at the age of education, and the linguistic differences of Turkic dialects should be grasped. In order to increase cooperation among communities in the Turkic World, it is essential to create a common language of communication.

Objective and Research Questions

The main objective of this article is to reveal the teachability of Turkic World literary texts within the framework of the theme of “National Culture” in the 8th grade Turkish course. For this purpose, within the scope of the theme of “National Culture”, materials included in Turkic World literary texts were prepared and implemented, and the teachability of Turkic World literary texts was evaluated. During this study, the status of students’ attitudes and academic success in terms of Turkic World literature was examined.

In order to achieve this aim, three research questions were identified:

- RQ1: Is the course content prepared with Turkic World literary texts effective on the academic achievement of the participants?
- RQ2: Is the course content prepared with Turkic World literary texts effective on the participants’ attitudes towards Turkic World literary texts?
- RQ3: Do participants’ attitudes toward Turkic World literary texts show a statistically significant difference according to gender?
- RQ4: Do the participants’ attitudes towards Turkic World literary texts show a statistically significant difference according to their age?

Importance of the Study

Students attending the final grade of secondary school in Turkey can look at literary and artistic understanding, language taste and consciousness, and cultural values with a certain maturity. In this period, students’ familiarisation with Turkic World literary texts, in the name of being able to examine cultural values from a broader perspective, will enable them to increase their interest in the languages of their kin, discover the richness and possibilities of the Turkish language, and see the linguistic and semantic connections between the Turkic dialects. In this way, they will see the riches of the Turkic World, and will both feed from this treasure and make their language more competent by blending this treasure with their mother tongue. Moreover, students who have grasped the fact that all the Turkic communities are of Turkish origin will realise that “language is one of the main elements that ensure national unity and solidarity” (MEB, 2006, p. 4), and will adopt the idea of common communication and gain aesthetic consciousness.

Assumptions and Limitations

It was assumed that the students who participated in the research answered the questions in the attitude scale of the Turkic World literary texts honestly and that the students had prior knowledge about the theme of “National Culture”. The materials developed for the Turkic World literary texts and the attitude scale applied to measure the processability of these materials were limited to 15 students studying in the 8th grade in two secondary schools in Bursa affiliated to the Ministry of National Education. The research is limited to the sub-themes of Theatrical Plays, Games, Festivals and Turkish Elders in the theme of National Culture. The implementation process was planned as 6 weeks.

LITERATURE REVIEW

Theoretical Framework

Text analysis is an applied activity based on a theoretical foundation. A textlinguistic method is adopted as the basis of this study. This study examined 8th grade students’ ability to analyze literary texts from the Turkic World in Turkish class in formal, structural, semantic, and functional aspects. It was expected that the students would be able to see how Turkish dialects are used in different geographical areas with an applied linguistic approach and the level of correspondence to Turkish within the framework of cultural literacy. It is hypothesised that students will be able to analyse and understand literary texts of Turkic World.

Key Terms of the Study

According to Betty (2021), “Text linguistics deals with texts as communication systems and uncovers and describes text grammars. Text linguistics takes into account the form of a text, but also its setting, i.e., the way in which it is situated in an interactional, communicative context.” (p. 11).

Applied linguistics, according to Schmitt and Celce-Murcia (2002), deals with “using what we know about (a) language, (b) how it is learned and (c) how it is used, in order to achieve some purpose or solve some problem in the real world” (p. 1).

Cultural Literacy “is the translinguistic knowledge on which linguistic literacy depends” (Hirsch, 1983, p. 165).

Turkic World is a term referring to the Turkic peoples and Turkic states that have a general spread in the geography of Central Asia, Anatolia, the Caucasus, the Russian Federation, the Middle East, Iran, and the Balkans.

Literary text is a name given to literary products that contain the cultural characteristics of societies.

Research on the Subject

In Turkish publications, it has been observed that no research has been conducted on the teachability of the literary texts of the Turkic World in the teaching of Turkish in the second level of primary education. However, there are some theses on the values in the texts of the Turkic World. One of them is Esmâ Özcan's (2017) master's thesis titled *Usability of Turkic World Tales in Values Education*. The researcher focused on the usability of *Turkic World Tales in Values Education*. The main question of the research is “Can Turkic World tales be used in values education?” The researcher concluded that Turkic World fairy tales are suitable resources to be used in values education, that more fairy tale texts can be studied to be used in values education, and pointed out that it would be useful to use fairy tales with high power to illustrate values in textbooks.

Karaman and Arıcı (2021) state that the Turkic World cultural elements are given very little space in the books taught in secondary schools in Turkey. The researchers believe that enriching the common cultural aspects of the Turkic World in the textbooks can be beneficial for the development of relations in the Turkic World. “Researchers searching for an answer to the question “What is the place of Turkic World cultural elements in Turkish as a mother tongue textbook in Turkey?” found that the Turkic World elements in the textbooks used in Turkish as a mother tongue courses in Turkey are also insufficient, and they believe that creating new texts and activities that include cultural elements of the Turkic World in Turkish as a first language textbooks will contribute to students' cultural literacy.

Yorgancı (2022, p. 96) states that teachers believe that the texts of Balkan literature and writers are not included in the textbook at a sufficient level. In addition, he notes that there is only one poem from the literature of the Turkic World in the textbook and that this poem is also considered qualified by the teachers. Based on the opinions of the teachers who participated in the research, the author emphasizes that works from Turkish literatures outside Turkey should be more intensively included in the textbooks.

Although the number of studies is limited, they indicate the necessity of including texts from the Turkic World in textbooks. In Turkish literature, this study on the usability of Turkic World texts in Turkish secondary school textbooks is considered an original study. It is believed that the texts

given in the context of cultural literacy can be further enriched with an awareness raising approach to students.

METHOD

Research Design

This study, which was conducted to investigate the teachability of Turkic World literary texts within the national culture theme of an 8th-grade Turkish course, used a weak experimental design, one of the quantitative research methods. In this design, a single group is measured or observed before and after being subjected to an experimental intervention (Fraenkel et al., 2011).

As part of the research, “Course Content Prepared with Turkic World Literary Texts (CCPTWLT)” was prepared. In the design process of this application, firstly, the sub-themes related to the main theme of “National Culture” in the Turkish Language Teaching Program were examined and the texts to be given in the course content were prepared according to these sub-themes. In this context, three reading texts and one listening text were prepared and a total of 61 activities were designed in the fields of listening/watching, reading/comprehension, speaking, writing, grammar, and literature. The texts and activities were reviewed by an academic and a teacher working in the field of Turkish education and then necessary corrections were made. Finally, a 6-week teaching practice was conducted as part of the research.

Participant Characteristics

The participant group of this research consists of a total of 15 students (7 boys and 8 girls) in 8th grade in two secondary schools in Bursa affiliated to the Ministry of National Education. The students included in the study in these schools represent the average profile of the province of Bursa.

Data Collection Tools

Quantitative measurement tools were used in data collection. The Turkic World Literary Texts Achievement Test (TWLTAT) and Attitude Scale for Turkic World Literary Texts (ASTWLT) developed by the researchers were used as data collection tools. These tools, which were applied as pre-test and post-test, are as follows:

Turkic world literary texts attitude scale (astwlt)

Turkic World Literary Texts Attitude Scale was prepared to determine how the teaching of the “National Culture” topic of Turkish lesson with activities prepared with Turkic World literary texts affected the attitudes of 8th-grade students towards Turkic World literary texts and was used as a pre-test and post-test.

In this process, analyses were first conducted to determine the factor structure of the scale, Cronbach Alpha values of the scale were examined, and exploratory factor analysis was applied to the sample group consisting of 8th-grade students in two secondary schools in Bursa. The exploratory

factor analysis sample consisted of 110 students (50% female, 50% male). The scale was first applied to a sample group of 110 students and secondly to a group of 216 students. In the process of developing the scale, literary texts of different genres belonging to different dialects of the Turkic World were selected through a literature review, and after determining the scale items, a pool of 22 items was created for the attitude scale. A 5-point Likert scale was considered appropriate for the scale. The 22 scale items reviewed by experts were rearranged according to their opinions and made suitable for the application. On a new sample group of 216 participants, the factor structure of the scale was examined and 3 items found to be below the factor loading value were removed from the analysis. As a result of the factor analysis, the scale was finalized with 19 items and 4 subitems.

Exploratory factor analysis was conducted to verify the construct validity of the scale of attitudes toward literary texts of the Turkic World. In the exploratory factor analysis, in the process of determining the items of the scale, attention was paid to the fact that the eigenvalue of the item was at least 1.0, the factor load values of the items were at least .32, and there was at least .10 difference between the factor load values of the items in the factor. In the exploratory factor analysis, single-factor and multi-factor design techniques and the varimax rotation method were used. The SPSS 22.00 program was used to construct the validity of the scale.

Turkic world literary texts achievement test (twltat)

The Turkic World Literary Texts Achievement Test was prepared following the aims and objectives of the study to determine its effect on students' academic achievement. In the process of preparing this test, the acquisitions in the Turkish Language Teaching Program and the acquisitions related to the Turkic World Literary Texts were examined and 20 questions were prepared. The content validity of the test and the scientific accuracy of the test items were examined by experts in the field and necessary corrections were made accordingly. The test was administered to 3 8th grade students and the questions that were not understood by the students were corrected.

The achievement test is a multiple-choice test consisting of 20 items with 4 options. The test contains 3 items from the knowledge stage, 9 items from the comprehension stage, 3 items from the application stage, and 5 items from the analysis stage according to the cognitive stages of Bloom's taxonomy. Since high-level questions cannot be measured in multiple-choice tests, questions belonging to the synthesis and evaluation stages were not included.

Data Analysis

Qualitative and quantitative data analysis methods were used throughout the study. The pre-test and post-test results of the Attitude Scale towards Turkic World Literary Texts and Turkic World Literary Texts Achievement Test used in the research were analyzed by quantitative data analysis method. The data obtained in this way were tested using the SPSS

22.00 programme, taking into account the significant difference value of 0.05.

In research, "as long as the selected sample size $n > 30$, the data are assumed to have normal statistical distribution characteristics" (Şencan, 2005, p. 193). Since the sample size in this study was 15, it has been assumed that the data did not have a normal distribution and non-parametric tests were applied in the analysis of the data. The study analyzed the students' academic achievement, their opinions and attitudes towards the Turkic World literary texts, and the applicability of these texts in the teaching of Turkish in 8th grade.

Exploratory factor analysis was used for the construct validity of the Attitude Scale towards Turkic World Literary Texts, T-test for dependent samples (Paired samples T-Test) was used for the comparison of pre-test and post-test results, T-test for independent samples and Mann Whitney U test were used for the comparison of the attitudes of the students in the study group according to their age and gender.

FINDINGS

Effect of Teaching Turkic World Literary Texts with Activities within the Framework of the 'National Culture' theme' on Students' Academic Achievement

The question of "the effect on students' academic achievement of teaching Turkic World literary texts with activities within the framework of the 'National Culture' theme" was examined. Firstly, the TWLTAT pre-test was applied to the study group before the teaching of the course content, after which the TWLTAT post-test was implemented. The findings for the pre-test and post-test are as shown in Table 1.

The difference between the students' mean pre-test ($M=52.33$, $SD=14.49$) and post-test ($M=60.66$, $SD=10.99$) scores was examined, and a significant difference ($p < 0.05$) was determined between the two tests. Accordingly, the use of Turkic World literary texts in lessons indicates that students' academic achievement significantly increased. Therefore, it was concluded that students exhibited a positive approach towards Turkic World literary texts.

The Effect on Students' Attitudes Towards Turkic World Literary Texts

The question of "the effect on students' attitudes towards Turkic World literary texts of teaching Turkic World literary texts with activities within the framework of the 'National Culture' theme" was also examined. In this context, the status of attitudes towards the Turkic World in general, Turkic World literature, the pronunciation of literary texts, the proximity of dialects, and the interest shown for Turkic World

Table 1. Dependent samples t-Test results for scores obtained in achievement test pre-test and post-test

	n	M	SD	t	p
Achievement Pre-test	15	52.33	14.49	-3.511	.003
Achievement Post-test	15	60.66	10.99		

Table 2. Dependent samples t-Test results for scores obtained in attitude scale pre-test and post-test

	n	M	SD	t	p
Interest Pre-test	15	20.53	7.01	-.928	.369
Interest Post-test	15	22.66	6.12		
Turkic World Pre-test	15	18.60	3.97	-.756	.462
Turkic World Post-test	15	19.93	4.71		
Language of Texts Pre-test	15	18.13	2.50	-.860	.404
Language of Texts Post-test	15	19.20	3.36		
Pronunciation Pre-test	15	5.26	1.90	-1.181	.257
Pronunciation Post-test	15	6.00	1.73		

literary texts between the pre-test and post-test is given in Table 2.

According to the data, it was seen that although students' attitudes increased in the interest subscale ($t_{14}=-.928, p>.05$), the Turkic World subscale ($t_{14}=.147, p>.05$), the language of texts subscale ($t_{14}=-.218, p>.05$), and the pronunciation subscale ($t_{14}=.000, p>.05$), the differences between the pre-test and post-test were not significant.

The fact that in the interest subscale, the pre-test arithmetic mean was ($M=20.53, SD=7.01$), while the post-test arithmetic mean was ($M=22.66, SD=6.12$); in the Turkic World subscale, the pre-test arithmetic mean was ($M=18.60, SD=3.97$), while the post-test arithmetic mean was ($M=19.93, SD=4.71$); in the language of texts subscale, the pre-test arithmetic mean was ($M=18.13, SD=2.50$), while the post-test arithmetic mean was ($M=19.20, SD=3.36$); and in the pronunciation subscale, the pre-test arithmetic mean was ($M=5.26, SD=1.90$), while the post-test arithmetic mean was ($M=6.00, SD=1.73$) shows that students' interest in Turkic World literary texts, the Turkic World, and the pronunciation of Turkic World texts increased.

The question of whether the students' attitudes towards Turkic World literary texts differed according to their gender and age was also examined. For gender, the t-test for independent samples was applied.

According to Table 3, students' scores for the attitude scale were found to have values of ($t_{14}=.167, p>.05$) in the interest subscale, ($t_{14}=.519, p>.05$) in the Turkic World subscale, ($t_{14}=.446, p>.05$) in the language of texts subscale, and ($t_{14}=.899, p>.05$) in the pronunciation subscale. These results reveal that scores for the attitude scale did not differ significantly according to gender.

The question of whether the students' attitudes towards Turkic World literary texts differed according to their age was also examined. For this purpose, the Mann-Whitney U test was applied.

According to these results shown in Table 4, students' scores for the attitude scale were found to have values of ($t_{14}=.117, p>.05$) in the interest subscale, ($t_{14}=.057, p>.05$) in the Turkic World subscale, ($t_{14}=.542, p>.05$) in the language of texts subscale, and ($t_{14}=.381, p>.05$) in the pronunciation subscale. These results reveal that scores for the attitude scale did not differ significantly according to age.

Table 3. Independent samples t-Test results for students' attitudes according to gender

	n	M	SD	t	p
Interest					
Female	8	24.75	5.62	1.465	.167
Male	7	20.28	6.18		
Turkic World					
Female	8	19.12	5.43	.662	.519
Male	7	17.42	4.31		
Language of Texts					
Female	8	17.75	4.26	.786	.446
Male	7	19.14	2.03		
Pronunciation					
Female	8	3.37	0.91	.129	.899
Male	7	3.28	1.70		

Table 4. Mann-whitney u Test for students' attitudes in terms of age

	n	M	U	p
Interest				
14	11	6.91	10.00	.117
15	4	11.00		
Turkic World				
14	11	6.68	7.50	.057
15	4	11.63		
Language of Texts				
14	11	7.59	15.50	.381
15	4	9.13		
Pronunciation				
14	11	8.59	15.50	.381
15	4	6.38		

DISCUSSION AND CONCLUSION

It is clear that teaching literary works in Turkish classes will contribute to students' affective competence. The inclusion of literary texts of the Turkic World in Turkish textbooks and the students' acquisition of affective competence towards these texts will enable them to intuit their language, culture and literary relations with other Turkic communities. Through literary texts, students will be in contact with their past in terms of language, culture, emotion and thought. In this regard, it can be said that literary texts are an important factor that ensures the language, culture and literary continuity of a nation.

It can be seen that Turkic World literary texts are not included in the "Turkish Language Teaching Program". 2005 Secondary Education "Turkish Language and Literature Course Curriculum" included literary texts from contemporary Turkish literatures in the previous program, but it is observed that the new program does not include literary texts from the Turkic World. It can be seen that Turkic World literary texts are used in the 2017 program and the secondary

education program (Cemiloğlu, 2018, p. 283). However, there are no texts on Turkic World literature in the second level of primary education.

In the field literature, it has been observed that there are not many studies on the processing of literary texts of the Turkic World at the second level of primary education. However, there are a few studies on the values in the texts of the Turkic World. Özcan (2017, p. x), in his study mentioned above, investigated the usability of Turkic World fairy tales in values education and pointed out that it would be useful to use fairy tales with high power to exemplify values in textbooks according to the results he obtained. Karaman and Arıcı (2021), in the aforementioned article, pointed out that the cultural elements of the Turkic World are given very little space in the textbooks taught in secondary schools in Turkey and concluded that enriching the common cultural features of the Turkic World in textbooks can be beneficial in the development of relations in the Turkic World. Yorgancı (2022, p. 96), in his article mentioned above, stated that the texts of Balkan literature and authors are not sufficiently included in the textbooks based on the opinions of the teachers and expressed that the works of Turkish literature outside Turkey should be included more in the textbooks based on the opinions of the teachers.

In line with the previous research, the present study emphasizes that Turkic World texts should be included in the textbooks used in secondary and high schools in Turkey. However, among the studies conducted in Turkey, there is no study on the applicability of literary texts prepared in Turkish dialects that can be used at the second level of primary education. We believe that in the context of students' cultural and historical literacy, texts written in Turkish dialects should be included in Turkish language and literature textbooks and secondary Turkish textbooks. In fact, this research has shown that students will achieve positive results about the teachability of the literary texts of the Turkic World.

In the study, positive results were achieved with regard to the teachability of Turkic World literary texts. According to the pre-test-post-test results based on the Turkic World literary texts achievement test that was implemented, the pre-test arithmetic mean was ($M=52.33$), while the post-test arithmetic mean was ($M=60.66$). Considering these results, it was found that there was a significant difference between the two tests.

The attitude scale was used to reach conclusions related to students' attitudes towards Turkic World literary texts. According to the results of the scale that was applied, it was concluded that students' attitudes increased in the subscales of interest shown in Turkic World literary texts, the Turkic World, the language of Turkic World literary texts, and pronunciation of Turkic World literary texts, but that the differences between the pre-test and post-test were not significant.

Considering the data of the attitude scale, it was seen that students who were informed about the Turkic World found themselves close to the Turkic World, rid themselves of their prejudices as they read works belonging to the Turkic World, found the language of the texts to be close to their

own language, developed themselves in terms of pronouncing the literary texts, discovered that the Turkic dialects are not very distant from each other, and increased their interest in Turkic World literary texts.

In conclusion, these texts, which ensure the continuity of language and culture, in which students can find something about themselves, and which appeal to the child's world, were written in accordance with the theme of "National Culture" and attempted to be taught to students in primary schools as literary texts of the Turkic World. Based on the answers given by the students in the activities, it was concluded that when the necessary conditions and opportunities are provided, they can learn the literary texts of the Turkic World. According to the results, although it was seen that the results of the attitude scale did not differ significantly, it was observed that the results of the achievement test differed significantly, and it was determined that the students' attitudes towards the Turkic World increased. In this context, it has been concluded that the theme of "National Culture", prepared with literary texts of the Turkic World, can be taught in 8th grades.

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