Chapter 2

Models of Learning in Language Teaching ⦿

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Abstract

Language is the most crucial component of lifelong learning and development in the information age we live in. Every person can execute tasks like reading, writing, understanding, asking questions, thinking, and solving problems because of language. Language is the primary instrument of mental, emotional, and social growth. Language has a crucial role in a variety of functions, including conveying culture, engaging, expressing emotions and thoughts, and communicating. Examining various approaches and models used in the language learning process is part of the idea of "learning models" in language teaching. A range of techniques are employed to enhance pupils' language proficiency using language learning models. These models incorporate variables and pedagogical practices that impact language acquisition. The foundational subject in language instruction, Turkish, is a flexible course that fosters language proficiency, increases awareness of the student's home tongue, and has tight connections to other courses. This characteristic has made adopting a wide range of approaches and strategies in classroom applications crucial. It will be more effective to use a variety of methods rather than a single method or technique in the curriculum when the methods and techniques used to achieve educational goals are essential. This will help students learn their native language and develop language awareness when teaching languages. The approach taken and the exercises conducted when instructing students in the curriculum's units and chosen subjects are crucial in determining whether or not children exhibit the anticipated behavioral changes and, consequently, in meeting learning objectives. To assist students in achieving their objectives in both in-class and extracurricular education and training activities, teachers must

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develop and put into practice strategies, tactics, and activities. The pursuit of understanding which circumstances best facilitate learning has led educators to develop new approaches to teaching and learning. Throughout history, every learning model has either supported or challenged the development of the other learning model. Different learning models have been discovered as a result of the quest for answers to issues like what makes learning successful, which factors are more active, and under what circumstances education fulfills its purpose. This study covers a variety of modern learning models and explains their role and significance in teaching Turkish and other languages. These models include constructivist learning, brain-based learning, active learning, cooperative learning, project-based learning, multiple intelligence learning, and mastery learning.

1. INTRODUCTION

The person has expressed his feelings, ideas, dreams, and many other related occurrences or events in a variety of ways since the beginning of time. Language is by its very nature the most significant fundamental source of a person's need for communication processes including comprehension and explanation. A person's language is their most basic and all-encompassing form of communication. As the literature is scanned, it is possible to encounter many language definitions. In the most general terms, language is the agreement that people make with words or signs to express what they think and hear (TDK, 2022), a system of signs that indicate concepts (Saussere, 1998), a system of vocal signs that people use to express their meanings (Banguoğlu, 1990), a system of habits (Chomsky, 2009). and it is a system of secret agreements whose foundations were laid in unknown times, a social institution woven from voices (Ergin (2009).

Saussure (1998) stated that the language must be learned to know the functioning of the language, which bases its existence on a kind of contract made between the members of the community. In this context, teaching the language, which has an important place in the life of societies and plays an important role in transferring cultural elements to future generations, is a necessary reality.

Turkish teaching, which first begins in the family and then develops within the framework of certain plans, is a planned teaching process that includes the correct, aesthetic, and effective use of Turkish. The aim of teaching Turkish is to develop skills (resting, speaking, reading, writing) that enable individuals to express their feelings and thoughts fully and accurately (Kavcar et al., 1998: Özbay, 2013). Turkish teaching; At the same time, it serves many different purposes, such as enabling individuals to participate

in a healthy communication process, enabling them to realize and develop their abilities in skill areas, increasing their self-confidence with the feeling of success provided by learning and teaching, and creating language awareness and love of language in the individual. (Köşeci Gürol, 2022).

The Turkish teaching objectives set forth by the Ministry of National Education in line with the Turkish courses offered to teach Turkish are as follows:

• Developing listening/watching, speaking, reading, and writing skills,

• Ensuring that they use Turkish consciously, correctly, and carefully by the rules of speaking and writing,

•Achieve language pleasure and awareness by enriching their vocabulary based on what they touch, listen to/watch; Enabling them to develop their feelings, thoughts, and imagination,

• Ensuring that they acquire the love and habit of reading and writing,

• Enabling them to express their feelings and thoughts, as well as their opinions or thesis on a subject, effectively and understandably, verbally and in writing,

• Developing the skills of researching, discovering, interpreting, and mentally structuring information,

• Developing the skills of accessing, organizing, questioning, using, and producing information from printed materials and multi-media sources,

• Ensuring that they understand what they read and evaluate and question it from a critical perspective,

• Ensuring that they attach importance to national, spiritual, moral, historical, cultural, and social values, strengthening their national feelings and thoughts,

• It is aimed to ensure that students realize and adopt aesthetic and artistic values through works of Turkish and world culture and art (TDÖP, 2019).

The four fundamental language skills are the main goals of Turkish instruction, according to the curriculum. It attempts to guarantee that pupils are trained at the appropriate level in areas based on understanding and expression because these four focused language skills serve as the foundation for other abilities.

1.1. Basic Language Skills

The first things that spring to mind while discussing fundamental language abilities in Turkish instruction are speaking, writing, listening, and reading abilities. These are critical abilities that people develop throughout their lives. These abilities grow in tandem and cannot be viewed as distinct from one another. The Turkish Language Teaching Program's objective is to offer a suitable learning environment so that students can apply these abilities in their daily lives. According to Doğan (2008) and Öztürk (2012), these interrelated skills—listening, speaking, reading, and writing—comprise four fundamental abilities that must be developed holistically. Aytan (2011) defines these abilities as "comprehension" in reading and listening while speaking and writing are "expression" skills.

1.1.1. Listening skill

The process of listening to what is going on in the womb and responding to it helps build listening skills, which are an individual's attempt to understand his or her surroundings (Akyol, 2010). Because of this, listening skills are considered to be the first fundamental linguistic ability to be learned. In the literature, there are numerous definitions of listening. Johnson (1951) defined hearing as the capacity to comprehend spoken language and successfully respond to it. "Not passively watching the other party, but an effort to fully receive and interpret the message to ensure full communication," is how Umagan (2007: 149) describes listening. Aytan (2011) described listening as neglected, lost, forgotten, orphaned, stepchild, etc., because he accepted it as a skill that develops spontaneously. Cihangir (2004) also stated that listening can be improved through education, draws attention to the inadequacy of studies in this field, and argues that effective listening skills should be developed through multifaceted studies.

1.1.2. Speaking Skills

The ability to speak, which is the most basic skill that distinguishes the individual from other living things, is the verbal expression of wishes, desires, and needs. Güneş (2014) defined speech as transferring feelings and thoughts into words and clarifying mental structures, processes, and operations. MEB (2009) speaking skill gains; Have been shaped by applying the rules of speech, expressing oneself verbally, and speaking by genres, methods, and techniques. These achievements are extremely important for students to express themselves, communicate, and developmental skills (Aksoy,2021).

The speaker's tone of voice, diction, emphasis, and pronunciation are very important issues in the speech, as well as the subject and how the subject is explained. To develop this skill, some exercises such as doing a lot of practice, listening to good speakers, and taking them as a model are suitable (Kurudayıoğlu, 2003).

1.1.3. Reading skill

Reading skills have an important value in raising individuals with developed cognitive and affective skills; It is one of the language skills that enables the individual to become a social being by using his mental and emotional skills and makes him aware of the cultural accumulation in his life (Sevim, 2019).

MEB (2009), reading; has been defined as a complex process consisting of various functions of the eye, voice, and brain, such as vision, perception, vocalisation, understanding and mental structuring. Reading skills can be explained as the individual's ability to analyze what he reads. It is also the process of the individual understanding what is intended to be given to him/her in the piece. In this context, the main goal of reading is to achieve understanding and interpretation.

1.1.4. Writing Skill

Individuals who feel the need to express themselves have tried to express this in different ways. He expressed this either by speaking, writing, or using some symbols and tools. Writing skill is the ability of an individual to express his/her feelings, thoughts, wishes, and desires through writing after a certain experience. Turkish Curriculum also defines writing as "expressing the feelings, thoughts, and information in your mind in writing." (MEB, 2009).

As students' writing skills improve, they are enabled to apply the knowledge they have acquired in written expression and go beyond what they have learned. Additionally, as students improve their writing skills, they control their thinking skills, use their minds continuously, and make the learning process more effective (Raimes, 1983).

We can say that the skills included in the Turkish Lesson Curriculum are important in teaching Turkish and the acquisition of these skills is valuable for students both in their daily and school life.

2. Contemporary Learning Models

Turkish course is a versatile course as it improves children's language skills, raises awareness of their mother tongue, and is closely related to other

courses. Because of this feature, it seems natural and necessary to use many different methods and techniques in classroom applications (Demirel, 2023).

For Turkish teaching to be effective, emphasis should be placed on using various methods rather than a single method or technique in the curriculum. The methods and techniques used to achieve educational goals are very important. The method to be followed and the activities to be used in teaching the units and selected subjects in the curriculum play an important role in whether the expected behavioral changes occur in children and therefore in achieving educational goals. In this regard, teachers need to adopt and apply methods, techniques, and activities that will help students achieve their goals in in-class and out-of-class education and training activities. (Sağır, 2002).

Learning and teaching approaches have emerged as a result of educators' efforts to learn in which situations the best learning occurs. Throughout the historical process, each learning model has either contributed to the formation of the other learning model or criticized the other learning model. The search for answers to questions such as what is effective in learning, which factors play a more active role, and in which cases education achieves its purpose has created various learning models. In this section, major learning models will be discussed.

2.1. Mastery Learning Model

The individual characteristics of individuals have led to the emergence of different learning models. One of these learning models is the mastery learning model developed by Bloom. Bloom, who based the ideas on the mastery learning model on the ideas in his article "mastery learning", in which he created the applied studies he carried out with his students in the 1960s, drew attention to individual differences in this study. Bloom emphasized that the most fundamental task in education is to find strategies that will take into account individual differences and take into account the complete development of individuals (Bloom, 1968).

Mastery learning, which is a model that aims for every student to learn, argues that every student can learn easily, given the necessary conditions and time. In this approach, all instructional methods are used, taking into account individual needs, and if sufficient time is given and assistance is provided, all students can learn at a high level (Guskey, 2007).

In today's contemporary education approach, the aim is not to increase or maintain the differences in students' learning levels, but rather to minimize these differences. In this regard, education systems should not be satisfied

with the success of only talented students. All students should find ways to develop their abilities (Sever, 2004).

2.1. 1. Mastery learning in Turkish teaching

Since language in teaching Turkish is a multifaceted communication, only one learning-teaching approach should not be used to develop listening/ monitoring, reading, writing, and speaking skills in students in the desired direction; multiple or different approaches and methods should be structured about each other. While making the program and plan of the teaching process, individuals' prior learning, needs, and learning styles should be taken into consideration. The teaching methods and techniques used should reinforce the knowledge of individuals' previous students, give feedback in case of errors in learning, ensure that they are attentive and willing, and encourage effective activities in and outside the teaching environment. In addition, the active participation of learners in the teaching process should be ensured, and care should be taken to ensure that students adopt positive thoughts about the learning and teaching process through practices and exercises (MEB, 2019)

It will be instructive for students and teachers to determine and understand whether students have achieved the goals expected from teaching Turkish and whether their previous learning has been achieved. If students are not provided with the necessary learning, new knowledge, and skills during the teaching process, teachers will plan the teaching process in a way to eliminate these deficiencies and deficiencies in the future. (Calp, 2010).

The two important concepts on which the "Turkish Curriculum" is based are "understanding" and "expression". Based on these two adopted concepts, regulations, and programs have been developed by taking into account the speaking, reading, writing, and listening skill areas. The methods and approaches used in teaching Turkish are based on "comprehension" and "understanding". It should be aimed at students to develop listening/ seeing, speaking, reading, and writing language skills to reach structured concepts such as "telling" (Cemiloğlu,2015: 153). Language skills within the scope of cognitive entry behaviors, which is one of the student qualities, which is one of the three variables in Bloom's full learning model, The ability to understand what is read, the ability to express verbally and in writing, and the ability to express oneself are explained as basic skills in teaching Turkish. In this respect, general entry characteristics are the entry behaviors that all students must have for their learning to occur (Çelenk et al., 2008: 34). If students cannot acquire and establish general introductory

behaviors at the beginning, it will be difficult to establish them later. They are skills that emerge during the teaching of Turkish, bring together the general introductory behaviors of all learning that the individual will gain throughout his life (reading comprehension potential, verbal and written expression power), and are very difficult to change in the future (Çelenk et al., 2008: 35).

2.2. Active Learning Model

Active learning is all of the phenomena that involve learning by experiencing and using the current interactional situation more positively. In its simplest definition, active learning is the presentation of information in a way that creates awareness other than traditional methods (Meyers and Jones, 1993: 19). Active learning refers to a learning approach that integrates with today's constructivist education approach. As in the constructivist approach, the aim of active learning is for the student to question himself, to self-regulate, access information, structure information, apply information to new subjects and situations, produce information, and develop social communication and cooperation skills while doing these. (Province, 2018). Active learning has many positive contributions to effective and permanent learning. The basic perspective in active learning is; It is to determine the student's basic learning points, determine their learning levels, and realize meaningful learning accordingly (Açıkgöz, 1999; Demirel 1999).

Active learning offers important opportunities to raise the human model required by the age. The active participation of the student is important at every stage of active learning. Some basic features of active learning can be summarized as follows;

• The student bears the responsibility of learning.

• It provides students with the ability to learn how to learn.

• Students are not satisfied with just the information given to them, they act as active participants in the learning process.

• Learning takes place by individual differences.

• Information is not given to the student ready-made, it is aimed for the student to reach the information as a result of research and observations.

• Students interact with each other. They share information and collaborate to jointly produce knowledge.

• The student is eager to learn. He does not hesitate to take on duties and responsibilities during the learning process.

• It improves students' self-regulation skills and increases self-confidence (Talaz 2013, p.10)

Active Learning in Turkish Teaching

Turkish lesson is a skill-based lesson. The most important way to acquire basic language skills is to experience learning. For this reason, active learning has a very important place in acquiring and developing the basic language skills of reading, writing, listening, and speaking in the process of Turkish education and teaching. As a matter of fact, in acquiring basic language skills, it is necessary to carry out practices and activities that will activate more than one sensory organ of the students (Büyükikiz,2021).

2.3. Collaborative Learning Model

Cooperative learning is the entire process in which students interact with each other to achieve a common goal (Vahapassi, 1998). It is a qualified group work that minimizes undesirable consequences in solving problems, maximizes learning, and ensures permanence in knowledge (Felder & Brent, 2007). Since the cooperative learning model focuses on the student, it differs from traditional teaching methods. In addition, students' interaction within the group contributes to their socialization. Thanks to these skills, the development of students' social skills, such as listening to each other with respect and valuing each other's opinions while communicating, contributes to their academic success (Johnson & Johnson & Smith, 1991).

In cooperative learning, each student should contribute to the learning of another student. All members of the group actively participate in the common goal of the group. In this case, planned and regular work is needed. Effective use of cooperative learning contributes positively to students' thinking skills. In addition, it increases students' self-confidence, reduces their anxiety about the course, and allows them to get to know other friends.

Senemoğlu (2009, p.498-499) lists the benefits of collaborative learning through various studies as follows;

• Collaborative learning helps students become motivated to learn and maintain their attention.

• It is effective in teaching problem-solving and higher-order thinking skills, especially to low-ability students.

• It provides the individual with the ability to see the world from other people's perspectives. Thus, students' empathy skills increase; They more easily accept children in need of special education and guide their development.

• Students learn to be respectful of others' ideas, to be tolerant, and to argue.

• It gives pleasure for the student to interact with his peers while learning; The teaching-learning environment becomes fun for students.

• Since cooperative learning requires the contribution of every individual in the group, it helps students develop their sense of self-esteem and self-efficacy.

• It ensures students' active participation in the teaching-learning process by minimizing their fear of making mistakes and their anxiety level.

• It helps students meet their "belonging" needs.

2.4. Cooperative Learning in Turkish Teaching

Teaching Turkish is a field of study that requires the systematic use of certain methods, techniques, and tools. Only with such a systematic learning area, Turkish teaching activities can become enjoyable for teachers and students and can achieve the expected goals. (Öz, 2001).

Teaching Turkish is a teaching that should not be based solely on textbooks. The selection of books for teaching Turkish should be a guide to guide teachers and students on new books containing text. For this reason, different text types in Turkish teaching should reflect the expressive power and beauty of our language and aim to acquire and develop comprehension and expression skills. Turkish teaching should be diversified with different stimuli. Activities that provide understanding and expression skills need to be transformed over time into a teaching environment that benefits from the expression opportunities of painting, music, drama, and theatre. (Sever, 2001).

The cooperative learning approach contributes to Turkish lessons taught primarily through speaking and listening. This way, learning becomes fun and long-lasting. In Comprehension and Expression activities, each student expresses his or her thoughts, listens to the ideas of others, and observes their reasoning. Therefore, these activities can be done by the entire class. In this way, it makes Turkish lessons more colorful and interesting. (Bayburtlu, 2015)

The more actively students participate in Turkish and native language teaching, the more active their sensory organs become and the higher the efficiency and success rate. Learning experiences are gained by allowing students to do rather than see. There should be a rich approach to the learning

process, not just a single approach. (Kavcar, 1999). Since the methods and techniques used in the teaching process are an important factor in the success of learning, the methods and techniques used in teaching Turkish should be chosen with this awareness. (Maden, 2014).

Active learning is very useful in teaching grammar topics that are not easily understood in Turkish lessons. In Turkish lessons, which are made interesting with fun learning activities, the subject may no longer be a difficult element for students to understand. Even the most passive student becomes active in the lesson by participating in activities. If students find a topic interesting, they will participate more actively in the lesson. Knowing this, teachers should design lessons to be social, researchable, adventurous, and interesting. Different teaching activities can create a more interesting environment. (Özbek, 2007).

2.5. Project-Based Learning Model

One of the techniques that play an effective role in teaching 21st-century skills, high-level behaviors, and learning to learn, and deals with the process and the result of the study together, is the project-based learning model. Project-based teaching; It is a teaching model that supports students to work collaboratively, develop project planning, decision-making, and time management skills, establish the connection between life realities and learning, facilitate remembering what has been learned, provides collaborative opportunities in structuring knowledge and develops problem-solving skills (Railsback, 2002). The project-based teaching model, which allows each individual to structure information differently, also enables students with different learning styles to learn. Therefore, one of the most important features of this learning model is that it addresses different learning styles (McGrath, 2003).

The project-based Learning model is a very comprehensive approach. Students can engage in different interdisciplinary studies by participating in projects. The collaborative nature of research provides valuable experiences, and at the same time, students' social responsibilities increase through these experiences (Scott, 1994).

The project-based learning model has many benefits in the student's learning processes. We can list these benefits as follows.

• It ensures that every student achieves the highest success.

• Projects help the child by doing, experiencing, etc. It provides students with the ability to solve the problems they encounter in their lives through

various activities and provides the opportunity to test the knowledge learned at school in real life.

• It enables the child to establish positive relationships with his/her environment and contributes to students' peace with society.

• The individual's creativity, initiative, responsibility, achievement, evaluation, applying scientific steps, etc. It ensures that their talents and skills develop and mature under the most suitable conditions. It gives the student self-confidence.

• It provides opportunities and conditions that will enable the individual to be a good producer and consumer (Kemertaş, 1999; Kocaçınar, 1969; Özden, 2000; Saban, 2000; Yavuz, 2005).

• During project work, students learn to be respectful and tolerant of others' ideas. (Gürdal, 2003).

2.5. 1. Project-based learning in Turkish teaching

Learning Turkish is a process that involves developing critical thinking, debate, and good communication abilities. Activities like speaking, writing, listening, and reading foster the development and exchange of ideas. Using language as an efficient communication tool can also be applied in educational environments that are continuously nourished and diversified through idea development and discussion activities (Sever, 2001).

Students can work together and frequently improve their language abilities with the help of project-based learning tools in language instruction. In addition to pupils learning a great deal from their peers, continuity is essential to teaching skills. A project-based approach can offer an appropriate learning and teaching environment and procedure because the acquisition of four fundamental language skills involves two stakeholders: the gender and the recipient (Demir, 2013). Here, project-based learning students in the Turkish course; may be regarded as a student-centered interdisciplinary learning technique by engaging in cooperative learning exercises covering the four fundamental language abilities (speaking, listening, reading, and writing).

Studies conducted in the literature on teaching Turkish demonstrate that the project approach helps students meet their affective development goals in addition to helping them reach their cognitive objectives. The results of Taşkın and Karakuş Tayşi's (2018) study show that the project-based learning strategy improves the writing abilities and writing anxiety of seventh-grade pupils. To put it another way, the project method is a kind of learning that

may be applied to the development of affective skills, a crucial component in teaching Turkish.

2.6. Multiple Intelligence Learning Model

In 1983, Howard Gardner proposed his idea of Multiple Intelligences, which brought a new perspective to the debates surrounding intelligence. Gardner asserts that there are multiple intelligence domains and that no living action is limited to just one. The notion of multiple intelligences states that these eight distinct intelligence domains can be applied in eight various contexts—for example, learning, problem-solving, receiving, processing, and applying information—as tools or methods (Yavuz 2001). These include musical-rhythmic intelligence, visual-spatial intelligence, kinesthetic intelligence, interpersonal-social intelligence, individual-intrapersonal intelligence, and nature intelligence. Verbal-linguistic intelligence is also included.

Gardner asserts that while intelligence can be found in many different domains, not everyone possesses the same mix of intellect. He contends that no test can accurately gauge human intellect and that the ability to increase intelligence is the key component of this learning model (Gardner, 1983).

Two primary points were identified by Dr. Howard Gardner (1997) as the advantages of multiple intelligence theory in education. These include:

a) It makes it possible to arrange educational programs more skillfully to place students in the appropriate settings.

b) It facilitates reaching a larger number of students attempting to acquire significant theories and subjects across many academic fields.

In schools that use the multiple intelligence learning paradigm, education is brought to life. In addition to being given the chance to reach their full learning potential, students receive help for growing in a variety of social and personal domains, including self-awareness, self-assurance, and effective communication. Individual variations between persons are valued and circumstances are established for the development of these differences when the multiple intelligence learning model is used in education and training (Dilek, 2006).

2.6.1. Multiple ıntelligence model in Turkish teaching

Teaching Turkish today; It not only develops basic skills such as listening, speaking, reading, writing, visual reading, and visual presentation, but also mental skills such as intertextual thinking, understanding, organizing,

classifying, questioning, establishing relationships, criticizing, analyzing, and analyzing. In addition, importance is given to the development of high-level skills such as communication, meeting the demands of society, conscious decision-making, and continuous learning through Turkish teaching. On this basis, students are expected to gain lifelong knowledge and skills. (MEB, 2006).

Fundamental linguistic abilities are crucial for teaching mother tongues. This is the reason that since the beginning of academic life, research on teaching young infants the fundamentals of language has drawn significant interest. When it comes to teaching fundamental language abilities, Turkish textbooks excel. For children's cognitive and emotional development, textbooks are a useful tool. because textbook texts are the only means of instruction for both the foundational language skills and more advanced abilities that must be covered in Turkish sessions. As a result, the texts that are part of the instructional materials and the activities that are based on these texts have a direct impact on the effectiveness of instruction and the development of abilities. The activities in the textbook address the various intelligences and skills that youngsters possess, so revealing their latent potential. The textbook's efficacy can be maximized by taking into account various intelligence-based techniques when preparing activities (Epçaçan, Kırbaş, 2018).

2.7. Brain-Based Learning Model

Brain-based learning encompasses a wide range of learning topics, including life experiences, learning processes, and the anatomy and physiology of the human brain. While brain-based learning underpins all learning in a certain way, it entails organizing and applying the laws of the brain to instruction (Caine & G. Caine 2002). Brain-based learning can be defined as a neuroscience-based learning model that takes into account both the fundamental ideas that the human brain uses to learn as well as how learning happens in the brain. Permanent and meaningful learning is the goal of brain-based learning. It organizes the educational process by the architecture and mechanisms of the brain. The brain-based learning process focuses on how the brain perceives, processes, interprets, makes connections, stores, and remembers messages. According to the brain-based learning approach, learning does not only occur cognitively; A cognitive, affective, and kinetic whole is employed. Based on this, it can be said that the brain can perform more than one function at the same time (Erişti and Akdeniz, 2012: p.242).

As a result of research on the brain, 12 basic principles are determined as the building blocks of brain-based learning (Caine & Caine, 1990).

* The brain is a parallel processor.

* Learning is about physiology

* Searching for meaning is innate.

* Search for meaning occurs through patterning.

* Emotions are important in creating patterns.

* The brain processes parts and wholes simultaneously.

* Learning involves both focused attention and environmental perception.

* Learning involves conscious and unconscious processes.

* There are two types of memory systems.

* Facts and skills are best understood and remembered because they are located in natural, spatial memory.

* Learning increases with encouragement and decreases with fear.

* Every brain is unique.

According to the tenets of brain-based learning, learning happens most effectively when applied to real-world situations. When the brain is helping to organize patterns and find meaning, learning becomes more meaningful. Learners can internalize and personalize their learning through these kinds of encounters. According to brain research, educational programs and instruction that are tailored to each student's unique learning needs will be more successful. Ensuring the learner's active participation in learning events is crucial for brain-based learning (Brewer 1999). Consideration of learning styles and senses is greatly aided by the classification system. Five sense organs, multiple intelligences, learning regions (physical, social, emotional, cognitive, and aesthetic), and learning senses (visual, auditory, and motor) are some examples of these classification systems (Politano & Paquin, 2000:23).

2.7.1. Brain-based learning in Turkish teaching

Minimizing the problems in Turkish teaching, ensuring that individuals can express themselves comfortably, eliminating the problems of not being able to focus on learning actions, eliminating anxiety and stress, taking into account individual differences in learning actions, realizing personal interests and needs, and developing appropriate learning models are the

basic principles that make the BTÖ approach important. are factors (Bulut, 2014: p.306).

Researchers such as Peder (2009), Görgün (2010), Eyüp (2013), and Bulut (2014) stated in their studies that BTÖ has a positive effect on issues such as the permanence of knowledge, teaching efficiency, and student attitudes towards the course, compared to traditional Turkish teaching methods. They emphasized that the method should be applied in Turkish teaching.

Turkish lessons organized according to the BBL method require the active participation of individuals. Visual and auditory warnings can be used. Elements that appeal to students' interests and desires, such as animation, film, reflection, music, and visuals, can be used. Brainstorming, discussion skills, animation (dramatization), induction, deduction, case studies, projects, presentations, question and answer, collaboration, observation, etc. can use various teaching methods and techniques. Since the aim of BTÖ is for students to receive education in a comfortable, stress-free environment, this approach paves the way for students to express themselves easily in the teaching of any subject. This can also have a positive impact on speaking skills (Gel, 2019).

2.8. Constructivist Learning Model

Students actively participate in the learning process while using a constructivist learning style. They get to the data on their own. Put another way, individuals learn by applying critical and creative thinking to give the material a deeper meaning. (Prawat and Floden, 1994; Ormrod, 2004). With this learning style, the student takes the lead in the process and learns by emphasizing higher-order thinking and cognitive processes above memorization. Instead of learning something by memorization, students learn it by internalizing it, rearranging it to fit with what they already know, and mentally schematizing the new information. By creating mental harmony between the knowledge he has learned previously and the knowledge he has received subsequently, the person uses it to solve the difficulties he has in his everyday life (Perkins, 1999).

The primary goal of the constructivist learning approach is to give students the tools they need so they can guide their learning rather than interfering with their decisions. According to research Yaşar (1998) conducted, students using constructivist learning must take on greater responsibility and participate actively in the learning process (Yaşar, 1998: 697).

The active building of knowledge by students is the foundation of the constructivist education method, which holds significant value in the fields of education and training. Instead of accepting the knowledge in the learning environment that has been provided for them, students should try to structure the information by trying to give it a new meaning in their brains. Thus, the traditional educational strategy cannot guarantee permanent knowledge transfer (Oğuz, 2004; Prawat, 2008). The goal of the constructivist learning paradigm is for the student to discover how to learn, how to acquire material on his own, how to recognize his skills, and how to apply his knowledge in everyday situations. The development of students' cognitive, emotional, social, and mental qualities is therefore prioritized (Güneş, 2014).

2.8.1. Constructivist learning in Turkish teaching

The Turkish course considers the growth of students during the learning process and focuses on using students' experience and expertise to solve challenges faced in the teaching and learning process. MEB (2005), p. 3. In the learning and teaching process of measuring and assessment techniques, emphasis is placed on the development of the learner. "For Turkish teaching to be more efficient, students must be active in the lesson and their motivation must be supported" (MEB, 2005: 3). The main purpose of this method is to enable students to communicate effectively under the guidance of the teacher, to participate in group learning, and to gradually reinforce the information they have learned.

The new Turkish curriculum considers the constructivist learning approach and includes various activity examples aimed at gaining targeted knowledge, skills, attitudes, and habits. These activities presented in the program are suggestions. (Primary Education Turkish Course Teaching Program and Guide, 2006). Therefore, teachers can prepare new activities. (Arslan, 2009). It is recommended to make changes in the implementation of existing activities according to the classroom structure and physical conditions. Because constructivism advocates flexibility in teaching (Gökçegöz Karatekin, Durmuş, Işılak, 2005: 4).

The new Turkish curriculum, based on the constructivist approach, gives teachers the role of reading and introducing the books they read to students. (Primary Education Turkish Course Teaching Program and Guide, 2006: 55). Because the most important role model in developing reading skills is the teacher. (Özbay, 2006: 178). Another role that the New Turkish Curriculum assigns to teachers to achieve the curriculum goals is to provide guidance and education to families. Teachers and families should be informed about

issues that will help them develop reading habits, such as setting an example for their elders and children in reading books and arranging time for reading at home with the participation of both parents. (Primary Education Turkish Course Teaching Program and Guide, 2006: 55). In other words, parents should educate their children to increase their interest in reading (Arıcı, 2005: 176). In addition, teachers' ability to fulfill their responsibilities in the new program depends on them being researchers. (Güven, 2008: 228). According to constructivist theory, an educator is a person who provides information, guides individuals in acquiring knowledge, and works and learns with students (Celep, 2008: 115).

2.9. Distance Learning Model

Rapid changes and transformations in education and technology have created the need for different education models. These developments have brought new searches in education to the agenda. One of the learning models that respond to these searches is the distance education model, which provides a solution to inequality of opportunity, provides lifelong education for everyone, and is based on the use of educational technologies and self-learning (Kaya et al., 2004).

Today, individuals' need for information, the need to access information in a short time and to improve themselves; has directed individuals to distance education. At the same time, the fact that distance education eliminates the boundaries of time and space has made it gain more importance.

2.9.1. Distance learning in Turkish teaching

The most important difference between Turkish distance education and traditional Turkish formal education is the physical characteristics. In the formal education system, there is an obligation to be physically present at the university, school, or faculty during classes. However, it is not possible to encounter such restrictions in distance education. In this type of education, having a mobile device with an internet connection may be sufficient to study Turkish lessons. In this way, you can continue your education wherever and in any environment you want. The flexibility to continue education regardless of location and conditions is an advantage that distance education offers to trainees. (Güngör et al., 2020).

The purpose of teaching Turkish is not to teach grammar, but to enable students to understand and express themselves. (Kurudayıoğlu and Çetin, 2015). Although the Turkish language is one of the basic courses, it also includes language education. For this reason, the Turkish course is a practice-

oriented course rather than a theoretical one. According to Özgül, Ceran, and Yıldız (2020), when Turkish lessons are carried out in a planned and programmed manner, distance education activities will be able to improve listening, speaking, reading, and writing skills. To convey Turkish to students in the best and most beautiful way, practical learning and class participation should be prioritized.

Although the Turkish course is essentially practice-based, it should not be forgotten that a planned distance education process can include reading, writing, speaking, and listening activities and develop these skills. According to Eygü and Karaman (2013), institutions providing distance education should avoid providing standard education services to students and should keep up with technology to provide more effective services that will satisfy students.

In the 2019 Turkish Curriculum, the concept of digital competence refers to "basic skills such as accessing information and using computers to evaluate, store, produce, present and exchange information, as well as participating in common networks and communicating through the internet" (MEB, 2019, p. 5). It does. In this context, it can be said that individuals can continue their Turkish lessons uninterruptedly when they have digital competencies whose value and importance are fully understood in the current pandemic conditions.

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