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## **Examining the Life Science Course Curriculum in the Scope of Citizenship Approaches**

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## Abstract

Citizenship is a status that enables individuals to become part of society through identity, belonging, rights and responsibilities. In the current century, citizenship has become a multifaceted concept and has begun to be addressed in a broad perspective from national to universal. It can be said that the role of education is significantly important in the process of raising qualified citizens needed on a national and global scale. As a matter of fact, every state creates citizenship education programs in order to ensure its continuity and to equip its individuals with citizenship skills. The first of these courses in Türkiye is the life science course, which is taught in the first three grades of primary education in order to introduce children to life and enable them to grow up as active citizens. In this framework, the aim of this study is to examine the learning outcomes in the 2024 life science course curriculum within the scope of citizenship approaches. The research was conducted with document review, one of the qualitative research designs. The data source of the study is the 2024 life science course curriculum. The data obtained from the curriculum were analyzed by document analysis. In the study, it was found that the most common citizenship approaches in the learning outcomes of the life science curriculum were social citizenship, national citizenship and scientific citizenship, while Turkic world citizenship, European Union citizenship, global citizenship, multilingual citizenship and multi/dual citizenship approaches were not included at all. Especially since raising global citizens is one of the objectives of the life science course, it can be suggested to include the global citizenship approach in the learning outcomes of the next curriculums.

**Keywords:** Life science course, curriculum, citizenship approaches.

## Introduction

Citizenship is a concept that defines the status of individuals with certain common values within or outside the borders of the state as members of society and is constantly discussed in this context. When the etymological origin of the concept of citizenship is examined, it is understood that it derives from the Latin term “civitas” and is a definition used for individuals living in the same city during the Ancient Greek period (Kuş, 2020). Citizenship, which emphasizes the political and legal relationship of the individual with the state, is a dynamic phenomenon that constantly evolves by changing according to time and space (Ünal, 2019). In addition, Marshall (1950), one of the important names who put forward the basic approach to the concept of citizenship, stated that citizenship enables the individual to become a part of society through identity, belonging, status, rights and responsibilities (as cited in Şeker & Gül, 2023). Marshall’s approach to the concept of citizenship emphasizes the socialization of the individual through education and interaction with the social structure. In this context, education stands out as a process that helps individuals shape their identities by interacting with social norms, learn their rights and responsibilities, and gain a sense of social belonging. Education also enables the individual to become an active member of society by equipping them with citizenship awareness and responsibilities.

Education aims to enable individuals to acquire social, political, cultural and economic competencies and to become members of society by providing them with various knowledge and skills. As a result of the acquisition of these competencies, the individual will gain a citizen identity. Individuals who have acquired many competencies will better comprehend the state’s approach to its citizens, their rights and responsibilities when they have a citizen identity. In this context, it can be said that the role of education is clearly important in the process of raising

qualified citizens that society needs. As a matter of fact, the main goal of education is to raise citizens who are beneficial to the country and the world (Kan, 2009). By educating new generations, societies aim to raise individuals who ideologically adopt common values in accordance with the expectations of the nation and the state, have a similar understanding of citizenship and identify with symbols such as homeland, nation, flag and anthem (Demir, 2016). Each state develops programs for citizenship education in order to ensure its own continuity, and in Türkiye, the citizenship education program consists of courses such as life science, social studies, human rights, citizenship and democracy, history, Revolution History of the Türkiye Republic and Kemalism, and geography (Tay, 2017). The first of these courses is the life science course, which is taught in the first three grades of primary education in order to introduce children to life and enable them to grow up as active citizens.

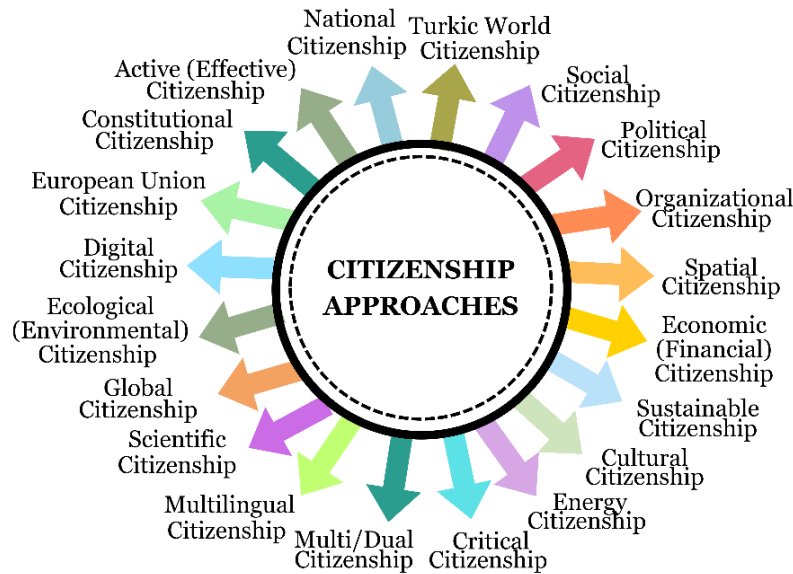
The life science course, which constitutes the first stage of citizenship education, is taught in the first, second and third grades of primary education and includes natural, social, artistic, contemporary thoughts and values (Dağ, 2020; Sönmez, 2016). While this course aims to provide basic behaviors such as being a good person and a good citizen and adapting to the environment, it should also provide knowledge, skills and values related to citizenship (Narin, 2007). As a matter of fact, the life science course aims to provide individuals with the qualities of being a citizen and this process is prepared in a planned and programmed manner in accordance with the characteristics of the child (Çoban, 2023). The curriculum of the life science course, developed in line with the Türkiye Century Education Model, is based on topics such as *“understanding themselves better, regulating friendship relations, adapting to the classroom and school environment, developing healthy life skills, realizing the importance of the family, following the rules of courtesy in family life, analyzing their duties and responsibilities in the family, having national consciousness and spiritual values, and exhibiting conscious consumer behaviors”* (Ministry of National Education [MoNE], 2024). For this reason, the life science course curriculum aims to help students learn effective citizenship by knowing both their individual responsibilities and their rights and obligations in community life. In this way, the life science course lays the foundations of citizenship education in children and prepares the ground for the courses to be taught in the following grades.

When we look at citizenship approaches in the most basic sense; active citizenship, constitutional citizenship, European Union citizenship, scientific citizenship, multilingual citizenship, multi/dual citizenship, digital citizenship, world citizenship, ecological (environmental) citizenship, economic (financial) citizenship, critical citizenship, energy citizenship, feminist citizenship, cosmopolitan citizenship, cultural citizenship, global citizenship, liberal citizenship, media citizenship, spatial citizenship, organizational citizenship, political citizenship, status citizenship, social citizenship, sustainable citizenship, national citizenship, transnational/post-national citizenship, Turkic World citizenship (Adalar, 2023; Aksoy & Öztürk, 2023; Arıkan & Ersöz, 2023; Coşkun, 2023; Çakmak & Aslan, 2023; Çolak et al., 2019; Demirkol & Özdemir, 2023; Elçi Öksüzöğlü, 2023; Ersoy, 2023; Gül, 2023; Kaçar, 2023; Kara, 2023; Kaya, 2023; Koçoğlu & Demir, 2023; Ohmae, 1990; Öksüzöğlü, 2023; Salur, 2023; Sönmez, 2023; Şeker & Töre, 2017; Tangülü & Baltan, 2023; Taşkıran, 2023; Ulukaya Öteleş, 2023; Ünal, 2019; Yalçınkaya, 2023). Within Figure 1, this

study will evaluate citizenship approaches such as active (effective) citizenship, national citizenship, Turkic world citizenship, social citizenship, political citizenship, organizational citizenship, spatial citizenship, economic (financial) citizenship, sustainable citizenship, cultural citizenship, energy citizenship, critical citizenship, multilingual citizenship, multi/dual citizenship, scientific citizenship, global citizenship, ecological (environmental) citizenship, digital citizenship, European Union citizenship and constitutional citizenship.

**Figure 1.**

*Citizenship Approaches*



### **Citizenship Approaches**

*Active (effective) citizenship*, as an approach that encourages the participation of individuals from various segments of society, is a process aimed at ensuring that certain needs and services previously provided by the state are met among citizens. This understanding contributes to strengthening the culture of neighborly relations, solidarity and cooperation among individuals (Sarıpek, 2016). In addition to being a multidimensional concept, active citizenship generally means the participation of individuals in public life or public affairs at local, national and international levels (Taşkıran, 2023).

*National citizenship* is based on the existence of a certain territorial border, belonging to the same country, individuals having equal rights and the existence of a nation-state understanding (Dere & Gökçınar, 2022). In addition, national citizenship refers to the citizenship approach in which individuals living in the same country, having various commonalities such as language, emotions, history, ideals, traditions and customs, are bound to their state by legal and political ties and must fulfill certain obligations (Kaçar, 2023).

*Turkic world citizenship*, which does not have a political meaning, aims to unify the mental borders of the Turkic world and to act jointly in areas such as language, history, culture, art, economy, as well as to strengthen the understanding of peace, tranquility and justice in the Turkic world (Sönmez, 2023). In other words, Turkic world citizenship aims to establish closer relations among Turkic peoples, strengthen common values and cultural heritage, and increase solidarity among them.

*Social citizenship*, which emerged with a new paradigm after World War II, is important in terms of social policy and plays a role in ensuring social welfare and social peace (Şenkal, 2006). This approach reveals the necessity of social citizenship education in order to realize concepts such as equality, justice, social participation, human rights and global citizenship (Ersoy, 2023).

*Political citizenship* is an approach in which an individual can protect his/her identity and culture, have his/her faith and ethnic belonging officially recognized, defend the values he/she believes in due to freedom of expression, and have legal solutions against exclusion due to differences (Akpınar, 2022). This approach envisages that individuals with this citizenship recognize political systems and structures, comprehend the basic duties and responsibilities of the legislature, executive and judiciary, and fulfill their political responsibilities while exercising their political rights. (Arıkan & Ersöz, 2023).

*Organizational citizenship* is the behaviors that occur as a result of the individual's choice as a result of the extra effort and work that individuals make apart from their duties and tasks, where there are no clear laws or rules (Atalay, 2005). In this citizenship approach, individuals who voluntarily exhibit extra behaviors exhibit these behaviors without any expectations and there is no reward or punishment for such behaviors (Demirkol & Özdemir, 2023).

*Spatial citizenship* is the ability of an individual to solve the problems he/she encounters in daily life within the scope of geographical knowledge and to integrate geographical knowledge into his/her daily life (Turan & İbret, 2019). In addition, spatial citizenship refers to the individual's multidimensional recognition of the space in which the individual is located, knowing its physical characteristics, making comparisons between these characteristics, comprehending the potential and risks of the space, and having the necessary knowledge, skills and understanding to use the space effectively (Salur, 2023).

*Economic (financial) citizenship*, which includes the individual's possession of economic knowledge and understanding, participation in economic activities and sustainable economic development, refers to individuals being effective in their economic decisions and contributing to the welfare of society (Adalar, 2023). In addition, (Adalar, 2023) stated that the concepts of economic citizenship and financial citizenship, which complement each other and are considered together, include the individual's knowledge of economic and financial issues, and that the individual benefits from financial knowledge and skills in the economic decision-making process and benefits from economic knowledge and skills in financial decisions.

The concept of *sustainable citizenship* is defined as environmental citizenship, ecological citizenship and green citizenship (Bell, 2005). With the education of this citizenship approach, it is aimed for individuals to acquire knowledge, skills and values on issues such as sustainability awareness, sensitivity to global problems, social justice and equality, global social responsibility, respect for cultural differences, communication, cooperation and participation (Öksüzoğlu, 2023).

Unlike traditional citizenship, *cultural citizenship*, which develops on the demand and promise of recognizing differences, emerges with the acceptance of the existence of the other in the construction of the self (Morva, 2015). According to Aksoy and Baba Öztürk (2023), cultural citizenship points to the right of groups with culturally different qualities to be different and to belong in a participatory democracy and allows individuals to express their cultural identity freely. In addition, this citizenship approach aims to ensure tolerance, equality and justice in society by advocating respect for individuals' differences.

The *energy citizenship* approach, which developed with the idea that citizens will play an important role in the energy transition process, has an important impact on meeting the energy needs of citizens affected by the injustice in energy distribution in a fair way (Ezer & Aksüt, 2024). In addition, this approach emphasizes the rights and responsibilities of both the individual and the society in terms of energy consumption, and emphasizes that energy consumption is not only a right but also a responsibility, and therefore energy should not be seen only as a material resource (Yalçınkaya, 2023).

*Critical citizenship*, which is based on the idea of critical questioning and democratic coexistence of different communities, is an approach that expresses individuals' critical perspective on social issues and their defense of democratic values (Kara, 2023; Öntaş et al., 2020). Critical citizenship, developed by Johnson and Morris (2010) within the scope of the principles of critical thinking and critical pedagogy, is addressed in four areas: knowledge, skills, values and dispositions. Each domain consists of political, social, personal and action dimensions. The political dimension includes opposing injustice and oppression; the social dimension includes being in relationship with the identity and values of others; the personal dimension includes self-worth; and the action dimension includes reflective thinking based on knowledge (Doğanay et al., 2012).

Ulukaya Öteleş (2023) stated that *multilingual citizenship*, which was considered important for multicultural societies half a century ago, has become important for all societies today as a result of the blurring of borders, developments in mass media and transportation systems. In addition, he states that there is a tendency towards multilingual citizenship in order to manage the linguistic diversity that emerges within the same society as a result of developments and to ensure that it can be used in the development of the country.

*Scientific citizenship* is a multidimensional concept that includes knowledge, skills, values, attitudes and behaviors shaped by scientific thinking, which requires individuals to actively participate not only in political processes but also in social life (Elçi Öksüzoğlu, 2023). In this direction, it can be stated that citizens with a scientific citizenship approach can play an active role in developing solutions to social problems by making decisions based on scientific knowledge.

The concept of *global citizenship* is based on universal values and means respecting diversity and pluralism, understanding, acting and relating to others and the environment (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2014). It is stated that qualities such as social justice, equality, globalization, national identity and

diversity, sustainable development, peace education and human rights are among the qualities that global citizens should have (Çakmak & Aslan, 2023).

*Ecological citizenship*, which can be defined as defending the rights of nature to protect ecological values, emphasizes taking individual environmental responsibility based on interpersonal political relations (Bostancı & Yıldırım, 2019). Koçoğlu and Demir (2023) stated that ecological citizenship comes from the concept of ecology and defined ecology as the field that examines the relations of living things with each other, the interaction of living and non-living things with the environment, and the connection with different disciplines based on nature. They stated that ecological citizenship requires direct democratic participation.

The concept of *digital citizenship*, which emerged with the digitalization process, started to emerge as a result of the transfer of the duties and responsibilities undertaken by citizens to the digital environment as a result of the conditions brought by the developing technology and the continuation of the personality of individuals in these environments (Aldemir & Avşar, 2020). In addition, while this approach protects individuals against the harms faced by the digital world, it also develops competence, qualifications and behavioral patterns that will benefit from the benefits and opportunities offered by the digital world (Coşkun, 2023).

One of the common bonds of the European Union [EU], which is based on the phenomenon of acting together to create a sense of unity in many areas such as art, politics, economy, education, law and sports, is *European Union citizenship* (Kaya, 2023). European Union citizenship, which is different from the classical definition of citizenship, is a secondary citizenship and is a secondary status that is granted only to citizens of an EU member state and provides the individual with rights independent from that state (Batır, 2017).

*Constitutional citizenship* points to the process of redefining political identity in democratic societies based on the effort to keep differences alive in equality and peace, while accepting social diversity as richness and aiming to make the understanding of equal citizenship dominant (Ozulu & Kösecik, 2016). Constitutional citizenship, which opposes the uniformization of religious, linguistic, racial and cultural differences in the constitution, recognizes that all individuals bound by the constitution are equal before the law with their rights and freedoms (Tangülü & Baltan, 2023).

*Multi/dual citizenship* is when an individual is naturalized by two different states and is bound by the laws of two different states (Ünal, 2019). The granting of the right to dual/multi citizenship is directly related to the political, economic and cultural interests of states, and for the correct evaluation of this policy, not only foreigners but also their own citizens' attitudes towards requests to acquire the citizenship of another state should be taken into account (Karademir, 2018).

In the research conducted within the scope of the life science course, various citizenship approaches were discussed. The research aims to examine the learning outcomes of the 2024 Life Science Course Curriculum (1, 2 and 3. Grades), which was developed based on the Turkish Century Education Model, in line with citizenship approaches. In this context, answers to the following problems and sub-problems were sought in the research:

1. Which citizenship approaches are included in the learning outcomes of the Life Science Course Curriculum?

1.1. Which citizenship approaches are included in the first-grade learning outcomes of the Life Science Course Curriculum?

1.2. Which citizenship approaches are included in the second-grade learning outcomes of the Life Science Course Curriculum?

1.3. Which citizenship approaches are included in the third-grade learning outcomes of the Life Science Course Curriculum?

## **Method**

### **Research Design**

This study, which aims to examine the learning outcomes in the 2024 Life Science Course Curriculum in line with citizenship approaches, was conducted with a qualitative research approach. Qualitative researches are researches that emphasize investigating and understanding social phenomena within their environment and require in-depth and detailed information (Yıldırım, 2003). Since citizenship is considered as a social phenomenon and life science course is considered as its environment, qualitative research approach was adopted in this study. Sometimes the best way to understand the reality of a researched topic may be to examine and analyze the texts produced (O’leary, 2017). In this direction, the study aimed to examine the curriculum, which is a text produced about the life science course, and document review method, one of the qualitative research designs, was used. Document review method is a scientific method that includes the processes of accessing the sources that constitute the data set of the research, reviewing and analyzing the sources (Özkan, 2021). In this study, the life science curriculum was accessed, reviewed and analyzed. Document analysis (Wach & Ward, 2013), a qualitative method used to analyze the written content of documents meticulously and systematically, was used to examine the life science curriculum within the scope of citizenship approaches.

### **Data Source**

The data source of the study is the “Life Science Course Curriculum (1, 2 and 3. Grades)” published in 2024.

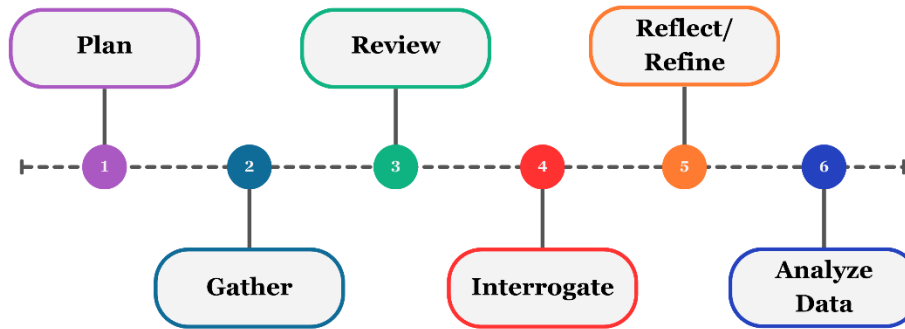
### **Research Process**

O’leary (2004) suggests that the document review process can be carried out in six steps: “plan, gather, review, interrogate, reflect/refine and analyze data”. The research process was conducted by following these steps.



**Figure 2.**

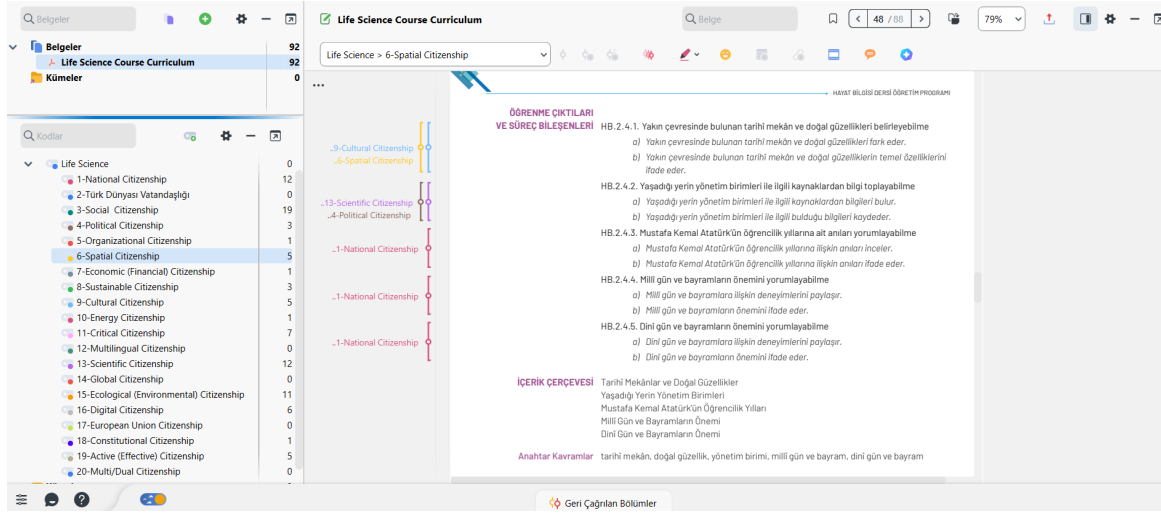
*Document Analysis Steps*



In the first step of the research, the purpose of the research and the document in line with this purpose were determined and planning was made. The document of the research is the 2024 Life Science Course Curriculum, which is the last curriculum as of the current year. The document does not require ethical permission as it is published by the MoNE for public access. In the second step, the gather phase, the document was accessed and the authenticity of the document was addressed. The curriculum, which constitutes the document of the study, was accessed from the official web page of the Ministry of National Education Board of Education. Therefore, it was accepted that the document was original. Then, the research continued with the third, fourth and fifth steps of review, interrogate and reflect/refine. In these steps, the validity and reliability of the document were checked, the document was read repeatedly to explore its content and the study plan was improved. The last step was data analysis. A closed approach was preferred in creating the categories to be used in data analysis. The closed approach is the process of taking an existing category system in a certain field and grouping the recording units accordingly (Bilgin, 2006). The categories of the study were created as a result of the literature review. Simultaneous coding (Saldana, 2019), which refers to the assignment of two or more codes to the same or consecutive passages of a text, was used to analyze the data. The researcher analyzed the learning outcomes of the curriculum based on citizenship approaches. She asked another researcher who specializes in social studies education and has studies on citizenship education to repeat the analysis. Cohen's kappa coefficient was calculated to determine the agreement between the coding of the researcher and the other researcher and this value was determined as .96. Document analysis was conducted using the MAXQDA 24 program. Citizenship approaches forming the categories were entered into the program's code system. In this way, the learning outcomes of the curriculum were associated with the categories. A sample visual for the coding is as follows.

**Photo 1.**

**Sample Coding**



Finally, frequency values were determined and quantified. The data obtained as a result of document analysis were presented with the help of visuals.

**Ethical Permits of Research:**

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

**Ethics Committee Permission Information:**

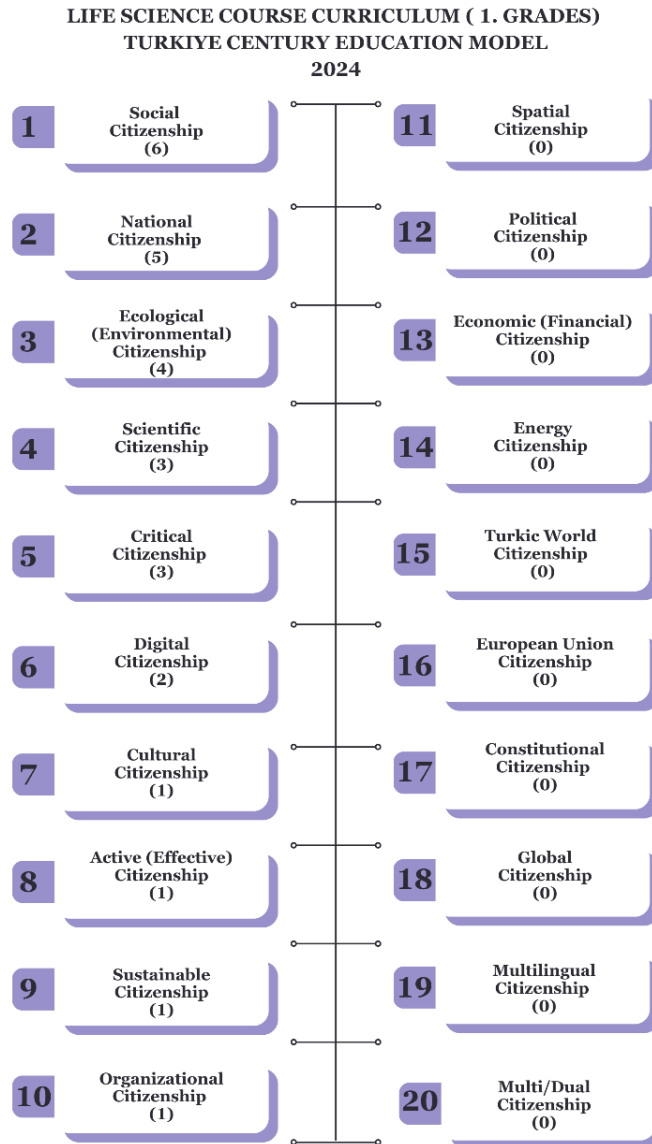
Since the research was conducted with publicly available documents, it does not require ethics committee approval.

**Findings**

As a result of the examination of the life science course curriculum in line with citizenship approaches, the citizenship approaches that were found to be included in the learning outcomes in the first, second and third grades of the curriculum are presented in Figure 3, Figure 4 and Figure 5, respectively.

**Figure 3.**

*Citizenship Approaches in the Learning Outcomes in the First Grade of the 2024 Life Science Course Curriculum*



As seen in Figure 3, it has been determined that the learning outcomes of the 2024 Life Science Curriculum for first grade include the following citizenship approaches: social citizenship (6), national citizenship (5), scientific citizenship (3), ecological (environmental) citizenship (4), critical citizenship (3), digital citizenship (2), cultural citizenship (1), active (effective) citizenship (1), sustainable citizenship (1), and organizational citizenship (1). However, it has been identified that the approaches of spatial citizenship, political citizenship, economic (financial) citizenship, energy citizenship, Turkic world citizenship, European Union citizenship, constitutional citizenship, global citizenship, multilingual citizenship, and multi/dual citizenship are not included.

**Figure 4.**

*Citizenship Approaches in the Learning Outcomes in the Second Grade of the 2024 Life Science Course Curriculum*

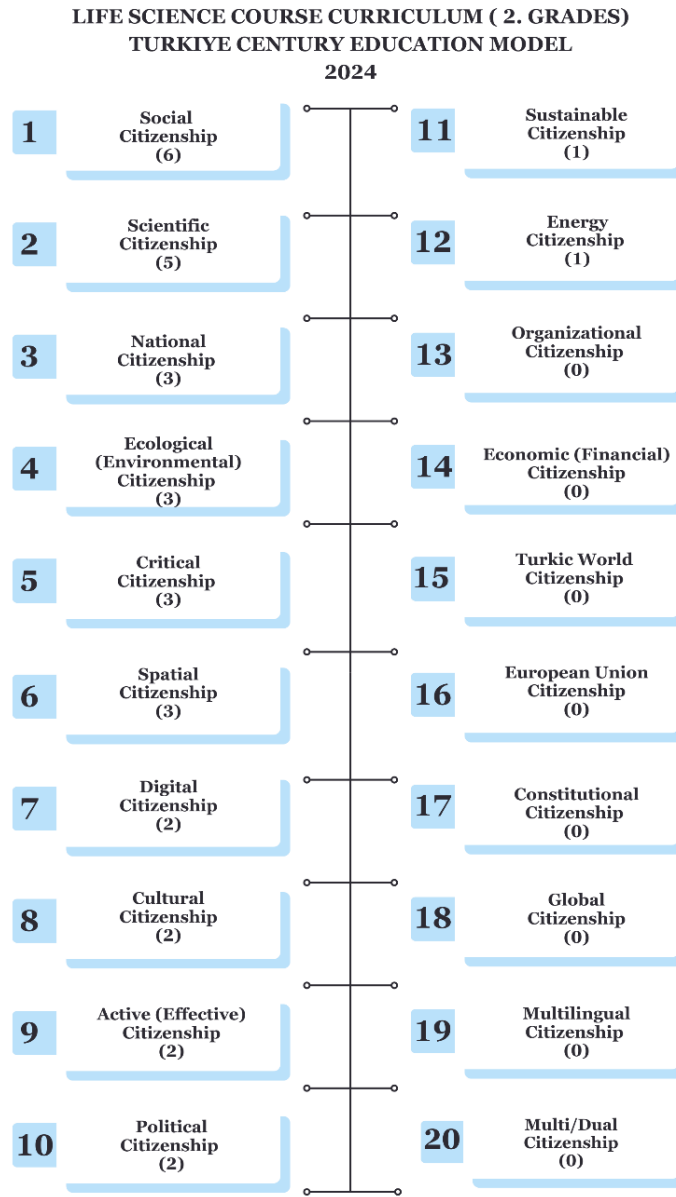
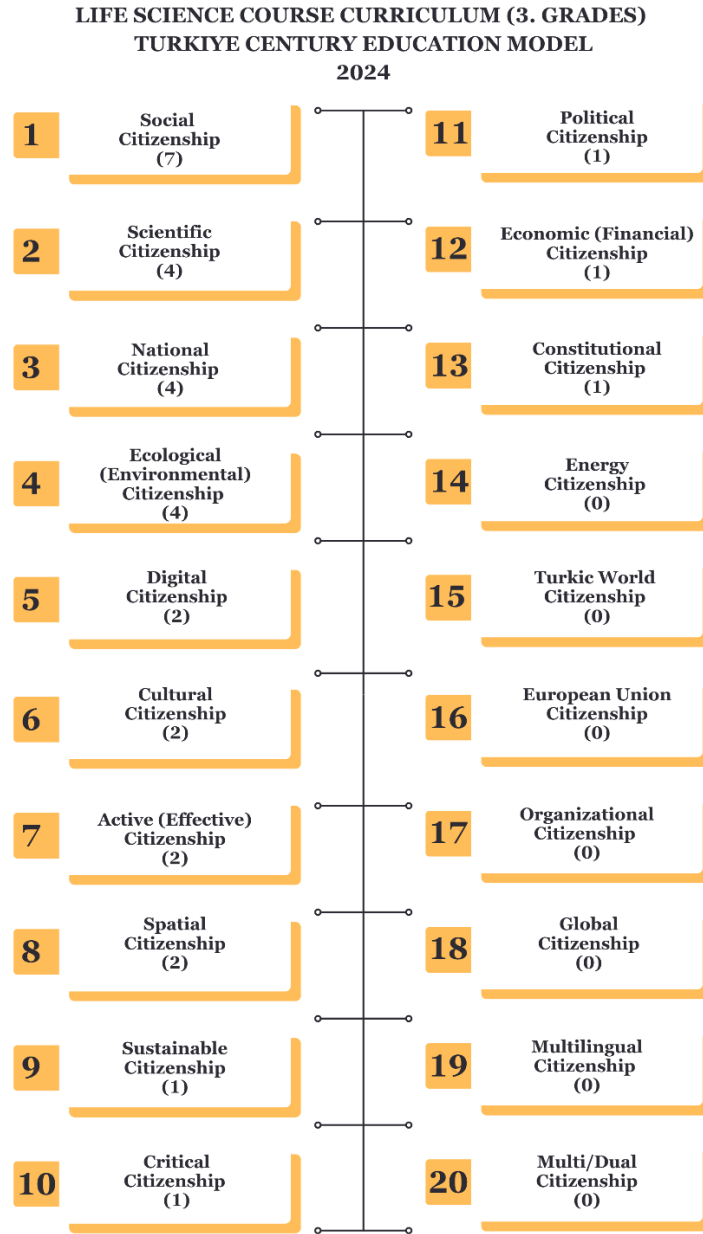


Figure 4 shows that social citizenship (6), scientific citizenship (5), national citizenship (3), ecological (environmental) citizenship (3), critical citizenship (3), spatial citizenship (3), digital citizenship (2), cultural citizenship (2), active (effective) citizenship (2), political citizenship (2), sustainable citizenship (1) and energy citizenship (1) are included in the second grade learning outcomes of the 2024 Life Science Course Curriculum. On the other hand, it was determined that organizational citizenship, economic (financial) citizenship, Turkic world citizenship, European Union citizenship, constitutional citizenship, global citizenship, multilingual citizenship, multi/dual citizenship approaches were not included in the second-grade learning outcomes.

**Figure 5.**

*Citizenship Approaches in the Learning Outcomes in the Third Grade of the 2024 Life Science Course Curriculum*

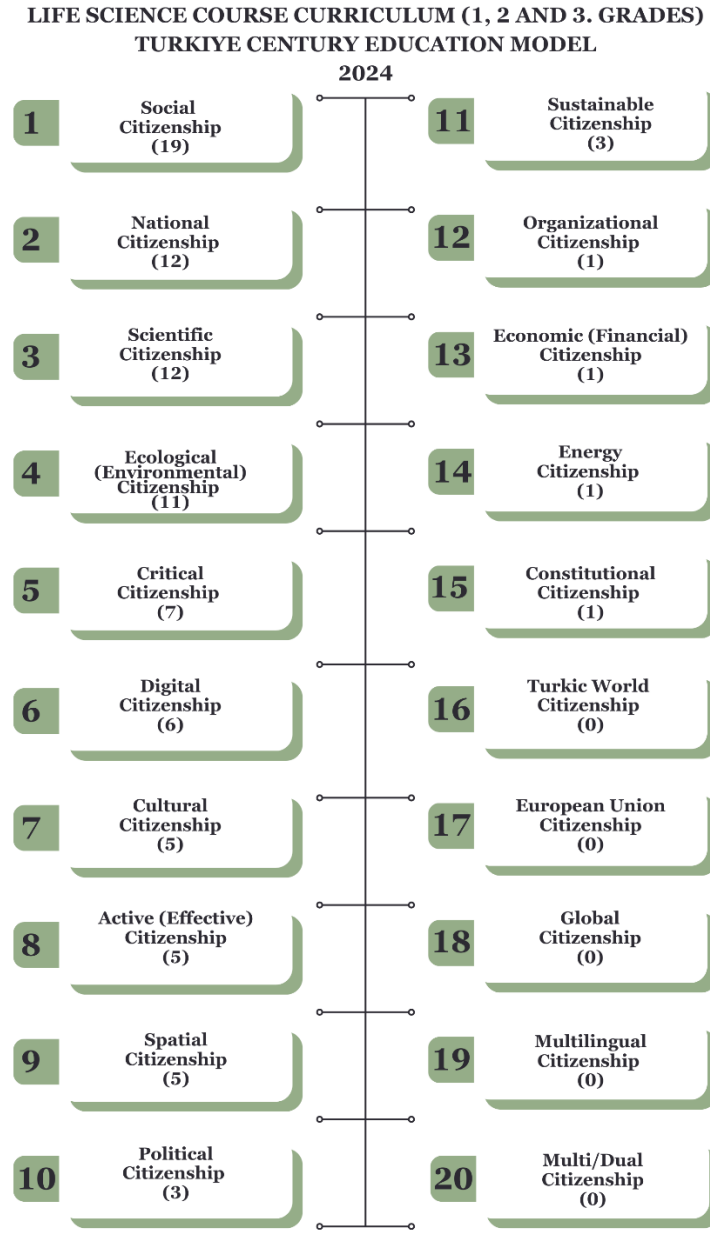


When Figure 5 is examined, it is seen that in the learning outcomes of the 2024 Life Science Course Curriculum in the third grade; social citizenship (7), scientific citizenship (4), national citizenship (4), ecological (environmental) citizenship (4), digital citizenship (2), cultural citizenship (2), active (effective) citizenship (2), spatial citizenship (2), sustainable citizenship (1), critical citizenship (1), political citizenship (1), economic citizenship (1) and constitutional citizenship (1). However, when the learning outcomes were examined, it was determined that energy citizenship, Turkic world citizenship, European Union citizenship, organizational citizenship, global citizenship, multilingual citizenship, multi/dual citizenship approaches were not included.

Figure 6 shows the citizenship approaches in all learning outcomes of the 2024 Life Science Course Curriculum.

**Figure 6.**

*Citizenship Approaches in the Learning Outcomes of the 2024 Life Science Course Curriculum*



According to Figure 6, in the 2024 Life Science Course Curriculum learning outcomes, the following citizenship approaches are included: social citizenship (19), national citizenship (12), scientific citizenship (12), ecological (environmental) citizenship (11), critical citizenship (7), digital citizenship (6), cultural citizenship (5), active (effective) citizenship (5), spatial citizenship (5), political citizenship (3), sustainable citizenship (3), organizational citizenship (1), economic (financial) citizenship (1), energy citizenship (1), and constitutional citizenship (1). However, when the learning outcomes are examined, it is determined that approaches such as Turkic world citizenship, European Union citizenship, global citizenship, multilingual citizenship, and multi/dual citizenship are not included.

## **Discussion and Conclusion**

In this study, in which the learning outcomes in the 2024 Life Science Course Curriculum developed within the framework of the Türkiye Century Education Model were examined within the scope of citizenship approaches, 92 statements related to citizenship approaches were found in a total of 86 learning outcomes in the curriculum. Furthermore, it has been determined that learning outcomes related to 15 of the 20 types of citizenship approaches are expressed, while 5 approaches are not mentioned. Based on this, it can be said that the majority of citizenship approaches are included in the life science curriculum. Raising active citizens is one of the main objectives of life science course. The key motto of the current century in relation to citizenship is to raise “self-sufficient citizens”, which means having enough knowledge to be self-sufficient in almost every subject, from financial matters to health issues, from politics to science (Bırol, 2023). The Life Science Course Curriculum aims to raise individuals who know themselves and their environment, live a healthy and safe life, internalize the importance of family and the values of society, love the place where they live and their country, are sensitive to their environment and nature, care about science and art, are investigative, productive, have national consciousness and spiritual values (MoNE, 2024). It can be stated that all these characteristics aimed to be achieved with the life science course are the characteristics of a self-sufficient citizen. The fact that 15 of the types of citizenship approaches are included in the learning outcomes of the curriculum may explain this situation. The types of citizenship approaches that are not reached in the curriculum are Turkic world citizenship, European Union citizenship, global citizenship, multilingual citizenship and multi/dual citizenship. The fact that these citizenship approaches are not included in the learning outcomes of the curriculum may be due to the fact that primary school students interact more with their immediate environment due to their periodic characteristics. In a study aiming to determine the needs for the 2018 primary school life science curriculum according to teachers’ opinions, one of the needs stated for the curriculum is related to the issue of being a global citizen (Armağan Erbil & Doğan, 2019). In this study, the fact that the global citizenship approach was not found in the learning outcomes of the 2024 curriculum shows that the need for global citizenship in the 2018 curriculum continues.

It was observed that the type of citizenship approach with the highest frequency of inclusion in the learning outcomes of the curriculum was social citizenship. Social citizenship is the type of citizenship that is most frequently included in the learning outcomes both across the curriculum and on the basis of grade levels. This can be explained by the fact that social citizenship (Töre, 2017), which includes active participation in social processes, sense of belonging, participation and social commitment, has an important place in the life science course, which has the function of supporting students’ adaptation to their social environment. Throughout the curriculum, national citizenship ranks second among the citizenship approaches included in the learning outcomes. Life science course is a course that provides individuals with the characteristics of being a good person, then a national citizen and finally a world citizen (Tay, 2017). It can be said that the social citizenship approach, which is most frequently included in the life science curriculum, contributes to raising good people, and the national citizenship approach, which follows it, contributes to raising national citizens. Most of the learning outcomes related to the national citizenship approach were found in the

learning domain of The Place I Live and My Country. The fact that national citizenship approach is frequently included in the learning area of The Place I Live and My Country may be related to the fact that national citizenship means being a citizen of a country. One of the most common approaches to citizenship in the life science course curriculum is scientific citizenship. In a study, the values in the life science curriculum between 1926 and 2018 were examined, and as a result of the examination, it was concluded that scientificness value were among the least common values in the curriculum and were included in only three curriculums (Aşkan et al., 2022). In this study, as a result of the examination of the learning outcomes of the 2024 life science curriculum within the scope of citizenship approaches, the scientific citizenship approach was found in 12 places. This difference between the results of the studies may be due to the learning area “Science, Technology and Art”, which was not included in the previous curriculums and was added to the 2024 curriculum. One of the reasons for the frequent inclusion of the scientific citizenship approach in the 2024 curriculum can be explained by the fact that the curriculum prepared within the framework of the Türkiye Century Education Model is skill-based. As a matter of fact, information gathering is among the conceptual skills included in the curriculum.

In a study examining the 2018 life science curriculum within the scope of ecological literacy, environmental education and sustainable development-oriented education approach, 17 environment-themed acquisitions were identified among 148 acquisitions in the curriculum (Dündar & Kızık, 2022). In this study, in which the learning outcomes in the 2024 life science curriculum were examined within the scope of citizenship approaches, 11 ecological (environmental) citizenship, 3 sustainable citizenship and 1 energy citizenship statements were found among 86 learning outcomes. Although the number of learning outcomes in the 2024 curriculum is lower than the number of outcomes in the 2018 curriculum, the number of outcomes/learning outcomes related to environment and sustainability in the two curriculum are close to each other. The reason for this may be that the expression “sustainable environmental awareness”, which is not included in the 2018 curriculum, is included in the specific objectives of the 2024 curriculum.

In terms of grade levels, 27 citizenship approach statements were found in the first grade learning outcomes, 33 in the second grade learning outcomes and 32 in the third grade learning outcomes. At the same time, social citizenship, scientific citizenship, national citizenship and ecological (environmental) citizenship approaches are in the top four according to the frequency of inclusion in learning outcomes both across the curriculum and at all grade levels. Thus, it is seen that the most common citizenship approaches in the curriculum and grade levels are the same. From this point of view, it can be said that the learning outcomes focusing on raising effective citizens in the curriculum show a balanced distribution according to the grade levels. In addition, it can be said that the social citizenship, scientific citizenship, national citizenship and ecological (environmental) citizenship approaches expressed in the learning outcomes of the curriculum are appropriate for the purpose of the life science course.



## **Recommendations**

Based on the results obtained in the research, the following recommendations can be made:

The study was limited to the examination of the 2024 life science course curriculum within the scope of citizenship approaches. In future research, the curriculum of human rights, citizenship and democracy, social studies, Revolution History of the Türkiye Republic and Kemalism courses, which are the other courses in which citizenship education is carried out, can also be examined. By examining more than one curriculum of the courses together, the change in citizenship approaches can be investigated.

This study examines the citizenship approaches in the learning outcomes of the life science course curriculum, which aims to raise effective citizens. In addition, citizenship approaches in different teaching materials of other courses with similar objectives can also be addressed in this context.

In the study, it was observed that the learning outcomes of the life science course curriculum did not include European Union citizenship, global citizenship, multilingual citizenship and multi/dual citizenship approaches. Since raising universal citizens is one of the main objectives of this course, approaches related to universal citizenship can be included in future curriculums.

In the learning outcomes of the life science course curriculum, it has been determined that there is no statement about Turkic world citizenship. Since the aim of the life science course is to provide citizens with the necessary knowledge, skills, behaviors and habits, it is recommended that the goal of acting jointly in the context of education in the Turkic geography be included in the curriculum.

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## **BIOGRAPHICAL NOTES**

### **Contribution Rate of Researchers**

Author 1: 100%

### **Conflict Statement**

There is no conflict of interest that the author will declare in the research.

### **Notice of Use of Artificial Intelligence**

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# Hayat Bilgisi Dersi Öğretim Programının Vatandaşlık Yaklaşımları Kapsamında İncelenmesi



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## Özet

Vatandaşlık bireyin kimlik, aidiyet, haklar ve sorumluluklar aracılığıyla toplumun parçası haline gelmesini sağlayan bir statüdür. İçinde bulunulan yüzyılda vatandaşlık çok yönlü bir kavram haline gelmiş ve ulusaldan evrensele geniş bir perspektifte ele alınmaya başlanmıştır. Ulusal ve küresel ölçekte ihtiyaç duyulan nitelikli vatandaş yetiştirme sürecinde eğitimin rolünün belirgin şekilde önemli olduğu söylenebilir. Nitekim her devlet devamlılığını sağlamak ve bireylerini vatandaşlık becerileriyle donatmak için vatandaşlık eğitim programlarını oluşturmaktadır. Türkiye’de bu derslerden ilkini ilköğretimin ilk üç sınıfında çocukları hayatla tanıştırmak ve onların etkin vatandaşlar olarak yetişmelerini sağlamak amacıyla okutulan hayat bilgisi dersi oluşturmaktadır. Bu çerçevede araştırmanın amacı 2024 hayat bilgisi dersi öğretim programında yer alan öğrenme çıktılarının vatandaşlık yaklaşımları kapsamında incelenmesidir. Araştırma nitel araştırma desenlerinden doküman inceleme ile yürütülmüştür. Çalışmanın veri kaynağı 2024 hayat bilgisi dersi öğretim programıdır. Programdan elde edilen veriler doküman analizi ile analiz edilmiştir. Araştırmada hayat bilgisi öğretim programının öğrenme çıktılarında en çok yer alan vatandaşlık yaklaşımlarının sosyal vatandaşlık, ulusal vatandaşlık ve bilimsel vatandaşlık olduğu, Türk dünyası vatandaşlığı, Avrupa Birliği vatandaşlığı, küresel vatandaşlık, çok dilli vatandaşlık ve çok/çifte vatandaşlık yaklaşımlarının ise hiç yer almadığı bulgulanmıştır. Özellikle evrensel vatandaşlar yetiştirmek hayat bilgisi dersinin amaçlarından biri olduğundan sonraki programların öğrenme çıktılarında küresel vatandaşlık yaklaşımına yer verilmesi önerilebilir.

**Anahtar Kelimeler:** Hayat bilgisi dersi, öğretim programı, vatandaşlık yaklaşımları.

## Giriş

Vatandaşlık, devlet sınırları içinde veya dışında belirli ortak değerlere sahip bireylerin toplumun üyesi olarak statüsünü tanımlayan ve bu bağlamda sürekli tartışılan bir kavramdır. Bireyin devlet ile olan siyasi ve hukuki ilişkisine vurgu yapan vatandaşlık, zamana ve mekâna göre değişerek sürekli gelişen dinamik bir olgudur (Ünal, 2019). Ayrıca vatandaşlık kavramına ilişkin temel yaklaşımı ortaya koyan önemli isimlerden biri olan Marshall (1950), vatandaşlığın bireyin kimlik, aidiyet, statü, haklar ve sorumluluklar aracılığıyla toplumun parçası haline gelmesini sağladığını belirtmiştir (akt. Şeker & Gül, 2023). Marshall’ın vatandaşlık kavramına ilişkin yaklaşımı, bireyin eğitim yoluyla toplumsallaşmasını ve toplumsal yapıyla etkileşimini vurgulamaktadır.

Eğitim, bireylere çeşitli bilgi ve beceriler kazandırarak bireylerin sosyal, politik, kültürel, ekonomik yetkinlikler edinmelerini ve toplumun üyesi olmalarını hedeflemektedir. Belirtilen yetkinliklerin edinilmesi neticesinde birey vatandaş kimliği kazanacaktır. Birçok

yetkinliği kazanmış birey, vatandaş kimliğine sahip olduğunda devletin vatandaşlarına yönelik yaklaşımını, haklarını ve sorumluluklarını daha iyi kavrayacaktır. Bu bağlamda, toplumun ihtiyaç duyduğu nitelikli vatandaş yetiştirme sürecinde eğitimin rolünün belirgin şekilde önemli olduğu söylenebilir. Nitekim eğitimin temel hedefi ülkeye ve dünyaya faydalı vatandaşlar yetiştirmektir (Kan, 2009). Her devlet kendi devamlılığını sağlamak amacıyla vatandaşlık eğitimine yönelik programlar geliştirmektedir ve Türkiye’de vatandaşlık eğitim programını hayat bilgisi, sosyal bilgiler, insan hakları, yurttaşlık ve demokrasi, tarih, Türkiye Cumhuriyeti inkılap tarihi ve Atatürkçülük ve coğrafya gibi dersler oluşturmaktadır (Tay, 2017). Bu derslerden ilki, ilköğretimin ilk üç sınıfında çocukları hayatla tanıştırmak ve onların etkin vatandaşlar olarak yetişmelerini sağlamak amacıyla okutulan hayat bilgisi dersidir.

Vatandaşlık eğitiminin ilk aşamasını oluşturan hayat bilgisi dersi, birçok derse temel oluşturmakla birlikte ilköğretimin birinci, ikinci ve üçüncü sınıflarında okutulmakta ve kapsamına doğal, toplumsal, sanatsal çağdaş düşünce ve değerleri almaktadır (Dağ, 2020; Sönmez, 2016). Bu ders, iyi insan ve iyi vatandaş olma, çevreye uyum sağlama gibi temel davranışları edindirmeyi hedeflerken kazandırılacak birçok bilgi, beceri ve değer yanısıra vatandaşlıkla ilgili bilgi, beceri ve değerleri de sunmalıdır (Narin, 2007). Nitekim hayat bilgisi dersi ile bireye vatandaş olma niteliklerini kazandırmak amaçlanmakta ve bu süreç planlı ve programlı bir şekilde çocuğun özelliklerine uygun olarak hazırlanmaktadır (Çoban, 2023).

Yapılan literatür taraması sonucunda bu çalışma kapsamında Şekil 1’de yer verilen vatandaşlık yaklaşımları değerlendirilecektir.

### Şekil 1.

Vatandaşlık Yaklaşımları



Hayat bilgisi dersi kapsamında yürütülen araştırmada, çeşitli vatandaşlık yaklaşımları ele alınmıştır. Araştırma Türkiye Yüzyılı Maarif Modeli temel alınarak geliştirilen 2024 Hayat Bilgisi Dersi Öğretim Programı’nın (1, 2 ve 3. Sınıflar) öğrenme çıktılarını vatandaşlık yaklaşımları doğrultusunda incelemeyi amaçlamaktadır. Bu kapsamda araştırmada aşağıda yer alan problem ve alt problemlerine yanıt aranmıştır:



1. Hayat Bilgisi Dersi Öğretim Programı'nın öğrenme çıktılarında hangi vatandaşlık yaklaşımları yer almaktadır?

1.1. Hayat Bilgisi Dersi Öğretim Programı'nın birinci sınıf öğrenme çıktılarında hangi vatandaşlık yaklaşımları yer almaktadır?

1.2. Hayat Bilgisi Dersi Öğretim Programı'nın ikinci sınıf öğrenme çıktılarında hangi vatandaşlık yaklaşımları yer almaktadır?

1.3. Hayat Bilgisi Dersi Öğretim Programı'nın üçüncü sınıf öğrenme çıktılarında hangi vatandaşlık yaklaşımları yer almaktadır?

## Yöntem

Bu çalışmada nitel araştırma desenlerinden doküman inceleme yöntemi kullanılmıştır. Hayat bilgisi öğretim programının vatandaşlık yaklaşımları kapsamında incelenmesinde belgelerin yazılı içeriklerinin titizlikle ve sistematik olarak analiz edilmesinde kullanılan nitel bir yöntem olan doküman analizinden (Wach & Ward, 2013) yararlanılmıştır.

## Araştırmanın Veri Kaynağı

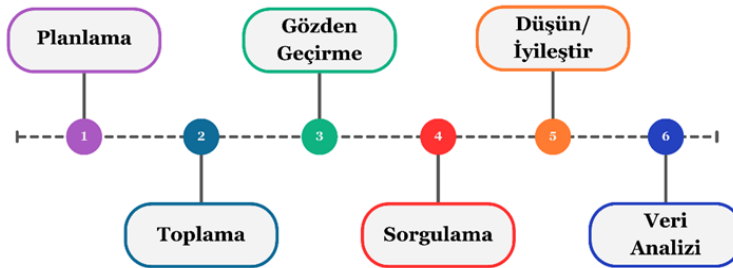
Araştırmanın veri kaynağını 2024 yılında yayımlanan “Hayat Bilgisi Dersi Öğretim Programı (1, 2 ve 3. Sınıflar)” oluşturmaktadır.

## Araştırma Süreci

O'leary (2004), doküman inceleme sürecinin “planlama, toplama, gözden geçirme, sorgulama, düşün/iyileştir ve veri analizi” olmak üzere altı adımda gerçekleştirilebileceğini öne sürmektedir. Araştırma süreci bu adımlar takip edilerek yürütülmüştür.

### Şekil 2.

Doküman Analizi Adımları



Araştırmanın birinci adımda araştırmanın amacı ve bu amaç doğrultusunda dokümanı belirlenerek planlama yapılmıştır. Araştırmanın dokümanı içinde bulunulan yıl itibariyle son öğretim programı olan 2024 Hayat Bilgisi Dersi Öğretim Programı'dır. İkinci adım olan toplama aşamasında dokümana ulaşılmış ve dokümanın orijinalliği konusu ele alınmıştır. Araştırmanın dokümanını oluşturan öğretim programına MEB Talim ve Terbiye Kurulu'nun resmî genel ağ sayfasından ulaşılmıştır. Bu nedenle dokümanın orijinal olduğu kabul edilmiştir. Ardından gözden geçirme, sorgulama ve düşün/iyileştir şeklindeki üçüncü, dördüncü ve beşinci adımlar ile araştırmaya devam edilmiştir. Bu adımlarda dokümanın geçerliği ve güvenilirliği kontrol edilmiş, içeriğini keşfetmek amacıyla doküman tekrar tekrar okunmuş ve çalışma planında iyileştirmeye gidilmiştir. Veri analizinde kullanılacak kategorilerin oluşturulmasında kapalı yaklaşım tercih edilmiştir. Verilerin analizinde iki ya da

daha fazla kodun bir metnin aynı ya da ardışık pasajlarına atanmasını ifade eden eşzamanlı kodlama (Saldana, 2019) kullanılmıştır.

### Araştırmanın Etik İzinleri:

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

### Etik Kurul İzin Bilgileri:

Araştırma, kamuya açık dokümanlarla gerçekleştirildiği için etik kurul onayı gerektirmemektedir.

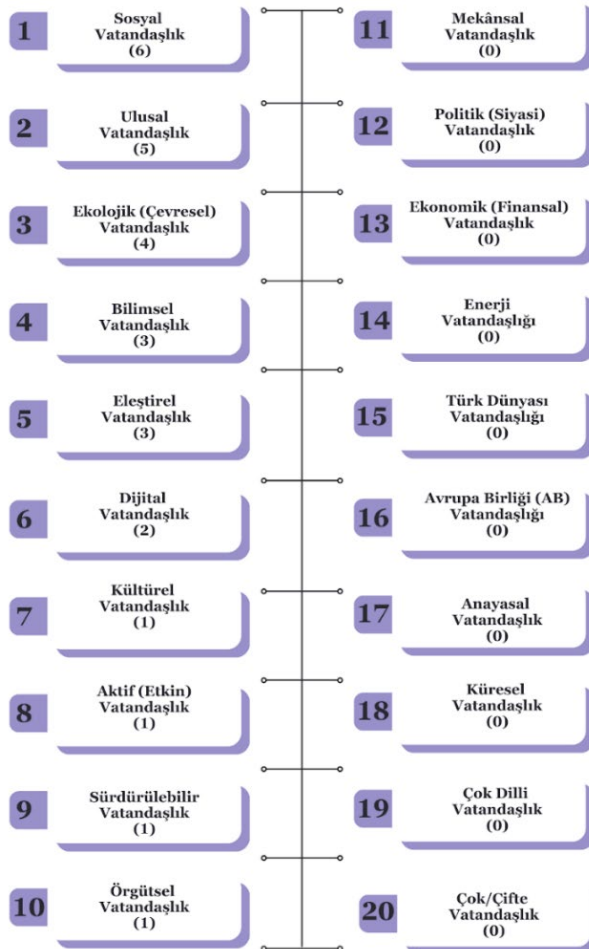
### Bulgular

Hayat bilgisi dersi öğretim programının vatandaşlık yaklaşımları doğrultusunda incelenmesiyle programın birinci, ikinci ve üçüncü sınıflarındaki öğrenme çıktılarında yer aldığı tespit edilen vatandaşlık yaklaşımları sırasıyla Şekil 3, Şekil 4 ve Şekil 5’te sunulmuştur.

#### Şekil 3.

2024 Hayat Bilgisi Dersi Öğretim Programı Birinci Sınıf Öğrenme Çıktılarında Yer Alan Vatandaşlık Yaklaşımları

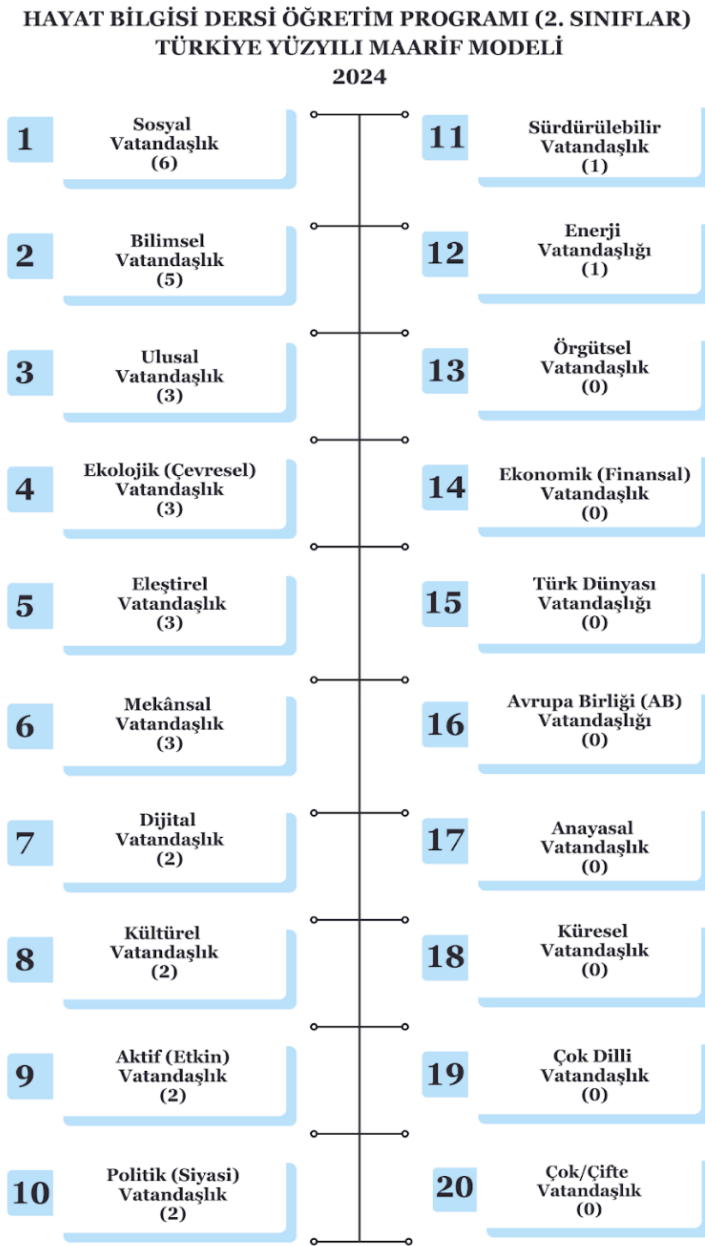
#### HAYAT BİLGİSİ DERSİ ÖĞRETİM PROGRAMI (1. SINIFLAR) TÜRKİYE YÜZYILI MAARİF MODELİ 2024



Şekil 3'te görüldüğü üzere 2024 Hayat Bilgisi Dersi Öğretim Programı'nın birinci sınıflarda yer alan öğrenme çıktılarında vatandaşlık yaklaşımlarından; sosyal vatandaşlık (6), ulusal vatandaşlık (5), bilimsel vatandaşlık (3), ekolojik (çevresel) vatandaşlık (4), eleştirel vatandaşlık (3), dijital vatandaşlık (2), kültürel vatandaşlık (1), aktif (etkin) vatandaşlık (1), sürdürülebilir vatandaşlık (1), örgütsel vatandaşlık (1) türlerinin bulunduğu tespit edilmiş ancak mekânsal vatandaşlık, politik vatandaşlık, ekonomik (finansal) vatandaşlık, enerji vatandaşlığı, Türk dünyası vatandaşlığı, Avrupa Birliği vatandaşlığı, anayasal vatandaşlık, küresel vatandaşlık, çok dilli vatandaşlık, çok/çifte vatandaşlık yaklaşımlarının bulunmadığı belirlenmiştir.

#### Şekil 4.

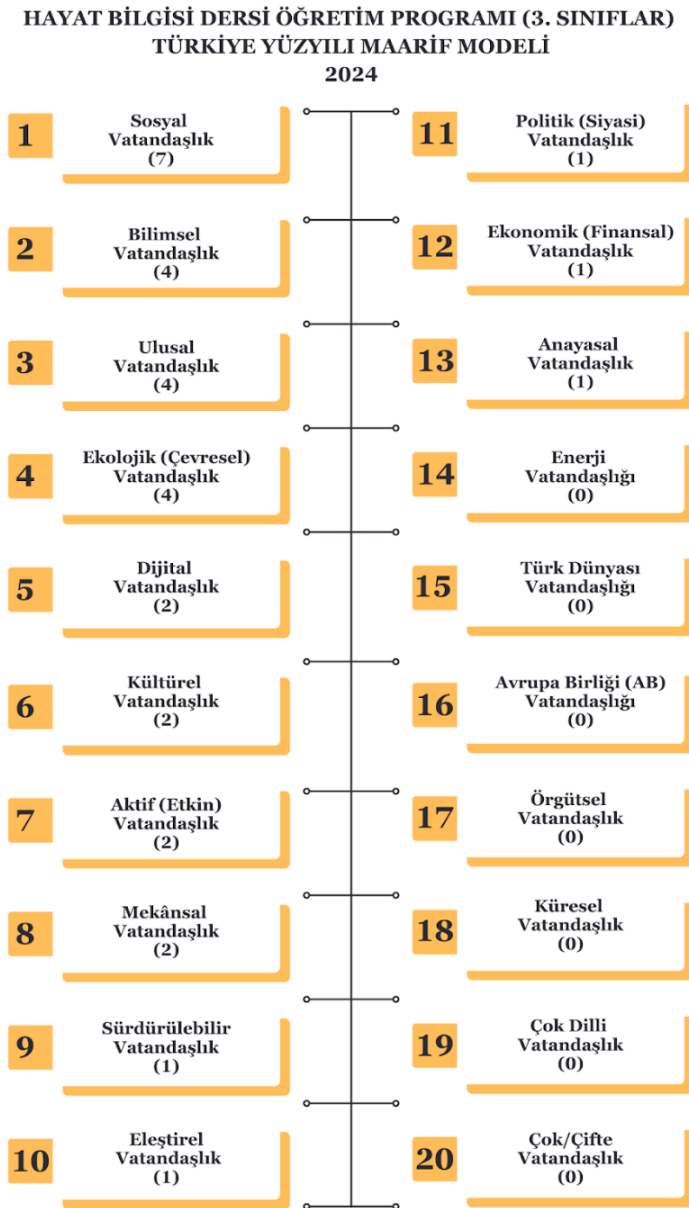
2024 Hayat Bilgisi Dersi Öğretim Programı İkinci Sınıf Öğrenme Çıktılarında Yer Alan Vatandaşlık Yaklaşımları



Şekil 4, 2024 Hayat Bilgisi Dersi Öğretim Programı ikinci sınıf öğrenme çıktılarında vatandaşlık yaklaşımlarından; sosyal vatandaşlık (6), bilimsel vatandaşlık (5), ulusal vatandaşlık (3), ekolojik (çevresel) vatandaşlık (3), eleştirel vatandaşlık (3), mekânsal vatandaşlık (3), dijital vatandaşlık (2), kültürel vatandaşlık (2), aktif (etkin) vatandaşlık (2), politik (siyasi) vatandaşlık (2), sürdürülebilir vatandaşlık (1) ve enerji vatandaşlığının (1) yer aldığını göstermektedir. Bununla birlikte ikinci sınıf öğrenme çıktılarında örgütsel vatandaşlık, ekonomik (finansal) vatandaşlık, Türk dünyası vatandaşlığı, Avrupa Birliği vatandaşlığı, anayasal vatandaşlık, küresel vatandaşlık, çok dilli vatandaşlık, çok/çifte vatandaşlık yaklaşımlarına yer verilmediği belirlenmiştir.

### Şekil 5.

2024 Hayat Bilgisi Dersi Öğretim Programı Üçüncü Sınıf Öğrenme Çıktılarında Yer Alan Vatandaşlık Yaklaşımları



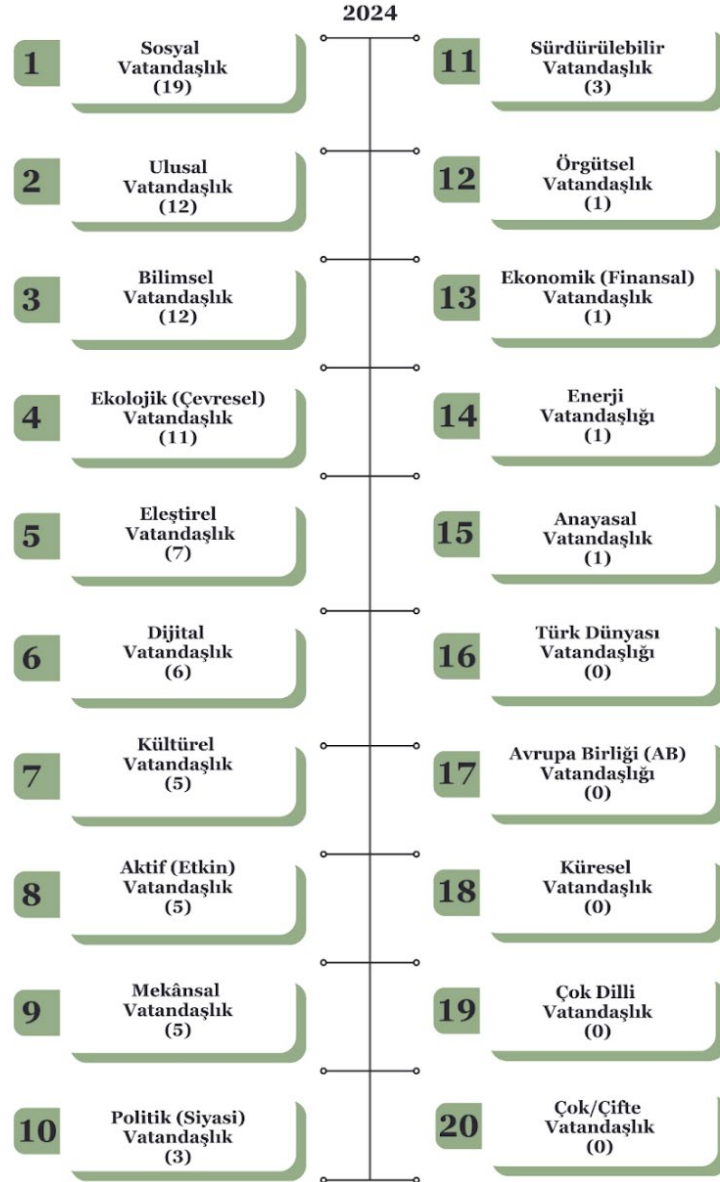
Şekil 5 incelendiğinde 2024 Hayat Bilgisi Dersi Öğretim Programı'nın üçüncü sınıfta yer alan öğrenme çıktılarından; vatandaşlık yaklaşımlarından; sosyal vatandaşlık (7), bilimsel vatandaşlık (4), ulusal vatandaşlık (4), ekolojik/çevresel vatandaşlık (4), dijital vatandaşlık (2), kültürel vatandaşlık (2), aktif (etkin) vatandaşlık (2), mekânsal vatandaşlık (2), sürdürülebilir vatandaşlık (1), eleştirel vatandaşlık (1), politik (siyasi) vatandaşlık (1), ekonomik (finansal) vatandaşlık (1) ve anayasal vatandaşlığa (1) rastlanıldığı görülmektedir. Ancak öğrenme çıktıları incelendiğinde enerji vatandaşlığı, Türk dünyası vatandaşlığı, Avrupa Birliği vatandaşlığı, örgütsel vatandaşlık, küresel vatandaşlık, çok dilli vatandaşlık, çok/çifte vatandaşlık yaklaşımlarının yer almadığı belirlenmiştir.

2024 Hayat Bilgisi Dersi Öğretim Programı'nın tüm öğrenme çıktılarından yer alan vatandaşlık yaklaşımları Şekil 6'da yer almaktadır.

### Şekil 6.

2024 Hayat Bilgisi Dersi Öğretim Programı Öğrenme Çıktılarında Yer Alan Vatandaşlık Yaklaşımları

#### HAYAT BİLGİSİ DERSİ ÖĞRETİM PROGRAMI (1, 2 VE 3. SINIFLAR) TÜRKİYE YÜZYILI MAARİF MODELİ



Şekil 6'ya göre 2024 Hayat Bilgisi Dersi Öğretim Programı öğrenme çıktılarından vatandaşlık yaklaşımlarından; sosyal vatandaşlık (19), ulusal vatandaşlık (12), bilimsel vatandaşlık (12), ekolojik (çevresel) vatandaşlık (11), eleştirel vatandaşlık (7), dijital vatandaşlık (6), kültürel vatandaşlık (5), aktif (etkin) vatandaşlık (5), mekânsal vatandaşlık (5), politik vatandaşlık (3), sürdürülebilir vatandaşlık (3), örgütsel vatandaşlık (1) ekonomik (finansal) vatandaşlık (1), enerji vatandaşlığı (1) ve anayasal vatandaşlık (1) yer almaktadır. Ancak öğrenme çıktıları incelendiğinde Türk dünyası vatandaşlığı, Avrupa Birliği vatandaşlığı, küresel vatandaşlık, çok dilli vatandaşlık ve çok/çifte vatandaşlık yaklaşımlarının yer almadığı belirlenmiştir.

## **Tartışma ve Sonuç**

Türkiye Yüzyılı Maarif Modeli çerçevesinde geliştirilen 2024 Hayat Bilgisi Dersi Öğretim Programı'nda yer alan öğrenme çıktılarının vatandaşlık yaklaşımları kapsamında incelendiği bu araştırmada, öğretim programında yer alan toplam 86 öğrenme çıktısında vatandaşlık yaklaşımları ile ilgili 92 ifadeye rastlanmıştır. Bununla birlikte, 20 vatandaşlık yaklaşımı türünden 15 yaklaşım ile ilişkili öğrenme çıktısının ifade edildiği belirlenmiş, 5 yaklaşımın ise ifade edilmediği tespit edilmiştir. Buradan hareketle hayat bilgisi öğretim programında vatandaşlık yaklaşımlarından büyük çoğunluğuna yer verildiğini söylemek mümkündür. Programda ulaşılamayan vatandaşlık yaklaşımları Türk dünyası vatandaşlığı, Avrupa Birliği vatandaşlığı, küresel vatandaşlık, çok dilli vatandaşlık ve çok/çifte vatandaşlıktır. Bu vatandaşlık yaklaşımlarına programın öğrenme çıktılarında yer verilmemesi, ilkokul öğrencilerinin dönemsel özellikleri gereği daha çok yakın çevresiyle etkileşim halinde olmasından kaynaklanıyor olabilir. Nitekim, hayat bilgisi dersi yakından uzağa ilkesi ile yürütülmektedir. Öğretmen görüşlerine göre 2018 ilkokul hayat bilgisi dersi öğretim programına yönelik ihtiyaçları belirlemeyi amaçlayan bir çalışmada, programa yönelik belirtilen ihtiyaçlardan biri küresel vatandaş olma konusuyula ilgilidir (Armağan Erbil & Doğan, 2019). Bu çalışmada da 2024 öğretim programının öğrenme çıktılarında küresel vatandaşlık yaklaşımına rastlanmamış olması, 2018 programındaki küresel vatandaş olma ihtiyacının devam ettiğini göstermektedir.

Programın öğrenme çıktılarında yer alma sıklığı en fazla olan vatandaşlık yaklaşımı türünün sosyal vatandaşlık olduğu görülmüştür. Sosyal vatandaşlık hem program genelinde hem de sınıf düzeyleri bazında öğrenme çıktılarında en çok yer alan vatandaşlık türüdür. Bu durum, toplumsal süreçlere aktif katılımı, aidiyet duygusunu, katılma ve sosyal bağlılık gibi duyguları kapsayan sosyal vatandaşlığın (Töre, 2017), öğrencilerin sosyal çevrelerine uyumunu destekleme işlevine sahip hayat bilgisi dersinde önemli bir yerinin olmasıyla açıklanabilir. Program genelinde, öğrenme çıktılarında yer alan vatandaşlık türleri arasında ikinci sırada ulusal vatandaşlık gelmektedir. Hayat bilgisi dersi bireye öncelikle iyi insan, ardından ulusal vatandaş ve nihayet bir dünya vatandaşı olma özellikleri kazandıran bir derstir (Tay, 2017). Hayat bilgisi öğretim programında en sık yer alan sosyal vatandaşlık yaklaşımının iyi insan yetiştirmeye, ardından gelen ulusal vatandaşlık yaklaşımının ise ulusal vatandaş yetiştirmeye katkı sağladığı söylenebilir.

Sınıf düzeyleri bazında bakıldığında birinci sınıftaki öğrenme çıktılarında 27, ikinci sınıftaki öğrenme çıktılarında 33 ve üçüncü sınıftaki öğrenme çıktılarında 32 vatandaşlık

yaklaşımı ifadesine ulaşılmıştır. Aynı zamanda hem program genelinde hem de tüm sınıf düzeylerinde öğrenme çıktılarında yer alma sıklığına göre ilk dört sırada sosyal vatandaşlık, bilimsel vatandaşlık, ulusal vatandaşlık ve ekolojik (çevresel) vatandaşlık yaklaşımları bulunmaktadır. Böylelikle öğretim programında ve sınıf düzeylerinde en çok yer alan vatandaşlık yaklaşımlarının aynı olduğu görülmektedir. Buradan hareketle öğretim programında etkin vatandaş yetiştirmeye odaklanan öğrenme çıktılarının sınıf düzeylerine göre dengeli dağılım gösterdiği söylenebilir. Ayrıca öğretim programı öğrenme çıktılarında ifade edilen sosyal vatandaşlık, bilimsel vatandaşlık, ulusal vatandaşlık ve ekolojik (çevresel) vatandaşlık yaklaşımlarının hayat bilgisi dersinin amacına uygun olduğu söylenebilir.

## **Öneriler**

Araştırmada elde edilen sonuçlardan hareketle şu önerilerde bulunulabilir:

Çalışma 2024 hayat bilgisi dersi öğretim programının vatandaşlık yaklaşımları kapsamında incelenmesi ile sınırlı tutulmuştur. Yapılacak araştırmalarda vatandaşlık eğitiminin gerçekleştirildiği diğer dersler olan insan hakları, vatandaşlık ve demokrasi, sosyal bilgiler, T.C. İnkılap Tarihi ve Atatürkçülük derslerinin öğretim programları da ele alınabilir. Derslere ait birden fazla öğretim programı birlikte incelenerek vatandaşlık yaklaşımları konusundaki değişimi araştırılabilir.

Bu çalışma, etkili vatandaş yetiştirmeyi hedefleyen hayat bilgisi dersi öğretim programının öğrenme çıktılarında yer alan vatandaşlık yaklaşımlarını incelemektedir. Ayrıca, benzer hedeflere sahip diğer derslerin farklı öğretim materyallerinde yer alan vatandaşlık yaklaşımları da bu bağlamda ele alınabilir.

Araştırmada hayat bilgisi dersi öğretim programının öğrenme çıktılarında Avrupa Birliği vatandaşlığı, küresel vatandaşlık, çok dilli vatandaşlık ve çok/çifte vatandaşlık yaklaşımlarına yer verilmediği görülmüştür. Evrensel vatandaşlar yetiştirmek bu dersin temel amaçlarından biri olduğundan sonraki programlarda evrensel vatandaşlıkla ilgili yaklaşımlara yer verilebilir.

Hayat bilgisi dersi öğretim programının öğrenme çıktılarında, Türk dünyası vatandaşlığına yönelik bir ifadenin yer almadığı tespit edilmiştir. Hayat bilgisi dersinin amacı, vatandaşa gerekli bilgi, beceri, davranış ve alışkanlıkları kazandırmak olduğuna göre, Türk coğrafyasındaki eğitim bağlamında ortak hareket etme hedefinin programa dâhil edilmesi önerilmektedir.