

THE VIEWS OF TRNC PRIMARY SCHOOL TEACHERS ON THE APPLICABILITY OF TEACHING PROGRAMS

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ABSTRACT

Parallel to the changes made in the curriculum within the framework of contemporary education approaches in the world and in Turkey, the curriculum that has been implemented in the Turkish Republic of Northern Cyprus since 2005 has been reconstituted. The biggest change in the new curricula is the replacement of the traditional 'teacher centered' approach based on the adopted behaviorist education theory of the old curricula by the 'student centered' constructivist approaches based on behavioral cognitive theory. In principle, new education programs that adopt a constructivist approach and target student-centeredness include cognitive-affective features and necessary skills. This study aimed to reveal the views of primary school teachers about the primary school curriculum, which was renewed in 2005 and is being implemented today. For this purpose, an open-ended interview form was applied to primary school teachers based on qualitative research. 60 primary school teachers working under the TRNC Ministry of National Education Department of Primary Education participated in this research. As a result of the research, it was seen that primary school teachers had both positive and negative thoughts about the curriculum prepared with the constructivist approach. The data obtained in the research were analyzed by content analysis. The fact that the primary school curriculum, which is implemented in line with the data obtained in the research and prepared with a constructivist approach, is student-centered was evaluated as a positive development by the teachers. On the other hand, negative opinions were expressed by the teachers that the duration of the lessons is insufficient in the implementation of the curriculum, which is stated to contain too many gains, and the crowded classes do not allow the application of student-centered education.

Keywords: Primary school curriculum, constructivist approach, student-centered

INTRODUCTION

Education is a process that started with the existence of humanity and will never be completed. Over time, so many definitions of education have been made that almost every educator on earth has a different definition. If the definitions of education made in historical order are examined; (Çelikkaya, 2009; Erden, 1998; Şişman, 2006) While Eflatun defines education as "the best way to make people mature"; J. J. Rousseau defined education as "the art of raising children". According to Farabi, education is "to raise a citizen who is physically strong, has a high understanding, knows how to speak well, does not go to extremes in food and drink and material pleasures and is just." The definition of education, which is widely accepted today, has been made by Ertürk (1973) as "education is the process of deliberately creating desired behavior change in the behavior of individuals through their own experiences". Teaching, which is a part of education and takes place in schools, includes activities organized to achieve predetermined goals.

Although the concepts of education and training are used together a lot, they are quite different concepts from each other. As it can be understood from the definitions above, education is a process that covers the whole of life and all kinds of knowledge and experience, without any time and place limits; On the other hand, teaching is a process that takes place in a certain period of time, with a planned program and in certain environments. Education program is the mechanism of learning experiences through planned activities at school and outside of school (Demirel, 2007). The curriculum includes all planned and programmed activities that organize the knowledge and skills to be gained in the teaching of a course in schools under the education program (Aykaç ve Diğer., 2006). The effectiveness and success of the education process depends on the well-prepared education programs and the availability of the necessary conditions. In other words, the education program should be well prepared with a scientific point of view and planned according to the needs. Otherwise, even if the conditions are met, the education programs will not be successful. The functionality of education and training programs is extremely important in terms of the effectiveness of educational activities in primary education and the systematic conduct of education. (Özenç ve Özenç, 2018).

In addition to all these, teachers also play an important role in the success of the curriculum, as well as the qualified curriculum. In this context, it is of great importance for the curriculum to be understood, assimilated, owned and used effectively by the teachers who will implement the curriculum in order for it to be successful. As a result of the rapid development of science and technology in the world, the existing knowledge is advancing exponentially, and the existing knowledge has been doubling every year since the 1980s (Fer, 2005). Scientific and technological developments have affected the studies carried out in education as well as in all areas of life, and accordingly,

changes have been made in the curriculum. In this context, many curricula were abolished or updated and continued to be implemented because it can not meet the needs of the society and the individual (Dedeoğlu and Polat, 2021).

It is observed that, in parallel with the changes in the education and training programs made all over the world, after the 1950s, the program development studies in the Turkish Education system started to be carried out systematically (Gözütok, 2003; Yüksel, 2003). Finally, in 2004, the Turkish Education System entered into a systematic program development process by addressing contemporary educational approaches, the basic needs of the society and the reforms in the world, and made reform-like changes in the curricula from primary education to university (Bulut, 2007). Within the framework of these reforms, the biggest change in curricula is the replacement of the traditional "teacher-centered" approach based on the adopted behaviorist education theory, with "student-centered" constructivist approaches based on behavioral cognitive theory. Parallel to these changes in Turkey, education programs in the Turkish Republic of Northern Cyprus, which have been implemented since 2005, have been reconstituted (Ministry of National Education (MEB), 2005). The new programs, which adopt the constructivist approach and target student-centeredness, in principle include cognitive-affective features and necessary skills. In the process of transition from traditional education approach to constructivist approach in curriculum in TRNC, decisions were taken by the Ministry of National Education to reorganize the curriculum, to write books suitable for this approach, and to organize in-service courses for teachers (MEB, 2005).

It is envisaged that the constructivist approach, which was reorganized and implemented 16 years ago, has taken its place in the learning-teaching process during this time. However, despite the constructivist approach in 2005, it was determined that there were problems (Beyaztaş et al., 2013) in terms of its four basic elements (objective, content, learning-teaching processes and evaluation) and the effects of the behavioral approach in some details of the curriculum (Akinoğlu, 2013). In a study in which TRNC primary school teachers' opinions about the curriculum were taken, it was determined that although the teachers found the renewed curriculum student-centered, they applied a subject-centered approach in the curriculum (Sertel, 2014). Based on these data, the applicability of the programs and education programs developed in TRNC primary schools since 2005 raises a problem. The applicability of primary school curriculum in the course of time is a situation that needs to be investigated. The applicability of the primary school programs in the TRNC should be examined in terms of the functionality of the educational programs.

LITERATURE REVIEW

The effectiveness of the learning-teaching process is possible if the curriculum is functionally planned. In order to raise qualified individuals who have been educated in accordance with the needs of the society in a quality education, it is a necessity for the education programs to be scientific, to be reviewed at regular intervals and to be put into practice by making changes (Girgin, 2011).

Accordingly, in parallel with the innovations made in the Turkish education system, the curriculum was renewed in the TRNC in 2005 in line with the constructivist approach in primary schools and the developments in the world. In the constructivist approach, it is essential for the individual to question, interpret and analyze the information (Karadağ et al., 2008). In the constructivist approach, unlike the traditional approach, the teacher is not the one who gives the information, but the one who shows the way to the information. In order to ensure the applicability of the constructivist approach and renewed curricula in schools, it is envisaged that the infrastructure of the schools should be improved and made suitable (MEB, 2005). In the researches on the renewed primary education programs, it has been determined that the curriculums in Science (Çakır et al., 2020), Life Sciences (Uçuş Güldalı, 2017), Social Studies (Öztürk and Kafadar, 2020), Turkish (Bağcı Ayrancı and Mutlu, 2017) conclusion has been reached. Examining the studies on the education program that started to be implemented in the TRNC and Turkey in 2005, it is emphasized that although it has a structure that strengthens social development, there are mistakes in the development process and problems are encountered in practice (Atasönmez, 2008).

Dedeoğlu and Polat (2021), in their evaluation of primary school curricula, emphasize that since the curricula include different philosophical approaches besides the philosophy of progressivism, the curriculum does not have integrity. In addition, it was determined that subject-centered approach is observed quite a lot in addition to student-centered approach in primary school science, life studies, mathematics and social studies curriculums in the evaluation. Susar Kırmızı and Yurdakal (2019) concluded that the teacher's views on the Turkish lesson curriculum were prepared with a constructivist approach in theory, but in practice, the achievements and suggested activities were rote-based, and many of the achievements in the book were not applicable. Yurdakal (2019) emphasizes that the acquisitions in the program regarding the visual arts curriculum are not suitable for primary school level and include abstract thinking skills. It is stated that there was a hasty and inadequate pilot implementation process in the development process of the music lesson curriculum (Aksu, 2018).

Developed countries update their curricula every five years, creating opportunities for change and development of existing knowledge and experience. In the evaluation of the opinions of the classroom teachers on the change in the curriculum of Susam and Demir (2020), it was determined that they found the curriculum changes positive because of the reasons such as updating the information, being student-centered and being technology-based. In the same study, it was emphasized that the curriculum of the classroom teachers did not find it suitable for scientific and technological developments, that the teachers did not have the skills to implement the curriculum and that they had difficulties in practice. In addition to all these, the lack of infrastructure in the curriculum affects the success of the curriculum (Özcan & Duzgunoglu, 2017). Turan and Tabak (2021), in their interviews with the classroom teachers about the 4th grade mathematics curriculum, determined that the teachers had problems such as not being able to reflect the student-centered approach to the learning-teaching process due to insufficient time in the implementation of the mathematics curriculum, crowded classes, insufficient textbooks.

Many curriculum development experts divide education programs into four basic elements: goal, content, learning-teaching process and evaluation (Demirel, 2012; Ertürk, 2013; Klein, 1985; Tyler, 1950; Uşun, 2012). However, Klein (1985) suggests that a comprehensive curriculum should include teaching strategies, learning materials, learning resources/opportunities, time, place/space in addition to these four main elements. Sertel (2014) interviewed teachers about TRNC primary school curriculum, taking into account the 9 items of Klein. It has been concluded that the philosophy and objectives of the programs are in a student-centered approach, while the other elements contain different approaches and although the evaluation, time and space elements in the program have a student-centered approach, teachers do not use this approach effectively in practice due to various obstacles. Karaman and Karaman (2016) emphasized in their research that teachers about renewed science curricula will move away from the specific objectives of the program due to the existence of a centralized examination system with an assessment-evaluation approach in addition to the curriculum based on the constructivist approach. In addition, it was determined in the research that crowded classrooms and inadequacies in the laboratory were the most important factors preventing the applicability of the science curriculum.

AIM OF THE RESEARCH

In this study, which was carried out using the qualitative research method, it was aimed to determine the views of TRNC primary school teachers on the applicability of the curriculum. This research will seek answers to the following questions:

1. What are the general opinions of primary school teachers about the applicability of the current curriculum?
2. What are the opinions of primary school teachers regarding the applicability of the current curriculum according to their regional demographic characteristics?

IMPORTANCE OF RESEARCH

This research is important in terms of determining the applicability of the curricula applied in TRNC primary schools, in terms of primary school teachers' being able to use the curricula effectively.

The applicability of the curricula prepared with a constructivist approach since 2005 has not been investigated since 2014 (Sertel). Sufficient time has passed for the traditional approach to be replaced by the constructivist approach and for the constructivist teaching programs to be successfully implemented. The success of the renewed curricula is only possible if the teachers understand, adopt and implement the changes (Çakır & Kılınc, 2016). For this reason, the teachers who are the implementers of the programs will make important contributions to the research in determining the applicability of the programs in this research where the opinions of the teaching teachers will be taken.

The solution of the problem will help the readers and teachers in terms of clarification of the applicability of the curricula applied in the TRNC. The results of the research are very important for the Ministry of National Education to be a source for the program studies to be developed or renewed, especially in the curriculum development studies, in order to eliminate the deficiencies of the curriculum and make the programs applicable.

RELATED STUDIES

Since 2005, a large number of studies have been conducted examining the new curricula that have been put into practice by targeting the constructivist approach and student-centeredness. Most of these studies have examined curriculums as a lesson-oriented rather than a holistic one. As a result of the literature review, it is understood that teachers have a positive view of the programs developed with a constructivist approach, but there are problems in the applicability of these programs.

Sertel (2014) examined the TRNC primary school curriculum according to the views of teachers and concluded that the teachers perceived the curriculum as student-centered theoretically, but the curriculum was implemented with a subject-centered approach for various reasons in practice. In their research, Dedeoğlu and Polat (2021) concluded that the programs have problems in areas such as incompatibility with each other, philosophical foundations, program designs, content arrangements and learning levels. Evaluating the opinions of the classroom teachers on the change of the curriculum, Susam and Demir (2020) revealed that the teachers did not consider the curriculum change process to be based on the opinions of the MEB senior staff without including the teachers, and that the changes made in this way were not suitable to meet the human quality needed by the country. Kocayığıt and Aykaç (2019), who evaluated the primary school Turkish curriculum in terms of curriculum elements, found that although curriculum development studies were carried out in Turkish curriculum, curriculum development principles were not fully followed. The opinions of the classroom teachers about the 4th grade mathematics curriculum were revealed that there was no problem in the elements of the mathematics curriculum in theory, but many problems were encountered in practice (Turan ve Tabak, 2021). As a result of the research, it has been determined that the teachers regarding the Turkish lesson curriculum are inadequate and that this program cannot reach the targeted individual profile in the information age (Susar Kırmızı & Yurdakal, 2019). As a result of the research of Karaman and Karaman (2016), it has been concluded that the implementation of the renewed science curriculum of science teachers in a student-centered manner is hindered by crowded classrooms and insufficient resources in laboratories.

METHODOLOGY

Research Model

In this study, a qualitative research approach was used regarding the resolution process of the identified problem. Qualitative research; It is an interrogative and interpretive method about the problem that is trying to understand the form of the problem it examines in its natural environment (Guba & Lincoln, 1994; Klenke, 2016). Qualitative research also has a holistic perspective that combines different disciplines. It is generally based on qualitative data collection techniques such as observation, interview, document and speech analysis, and in-depth examination of human perceptions and events in social reality and natural environment. (Hatch, 2002; Merriam and Grenier, 2019). Qualitative research refers to a subjective-interpretive process of perceiving known or unrecognized problems and dealing with natural phenomena related to the problem in a realistic way (Seale, 1999).

In the research, the interview technique based on qualitative research was used to solve the problem. Interview technique; It is a data collection technique in which those in the research sample actively explain their knowledge, feelings and thoughts about the research topic and tell their life story. The purpose of the interview is to reach the inner worlds of the participants and determine their unique perspectives. Interviewing provides an opportunity to reach unobservable information such as the experiences, experiences, attitudes, thoughts, intentions, comments, mental perceptions and reactions of the individual about the researched subject (Bengtsson, 2016; Seidman, 2006).

Research Universe and Sampling

The universe of this research consists of 1634 primary school teachers working under the TRNC Ministry of National Education Primary Education Department in the 2020-2021 academic year.

In this study, the sample number was 60 in examining the views of TRNC primary school teachers on the applicability of the curriculum. The selected sample consisted of 60 teachers from primary school teachers working under the TRNC Ministry of National Education Department of Primary Education in the 2020-2021 academic year.

Data Collection Tools

In this study, data were collected using an open-ended interview form as a qualitative data collection tool. The interview form consists of two parts. In the first part of the interview form, questions were included in order to reveal the regional demographic characteristics of the participants. The second part of the interview form included research questions. In the collection of data in the research, expert opinion was taken for the questions determined by the researcher and applied after approval.

The research question was determined as "What are the general opinions of primary school teachers about the applicability of the current curriculum and what are the opinions of primary school teachers about the applicability of the curriculum in terms of regional demographic characteristics". With the questions posed, it aimed to reveal the views of primary school teachers about the applicability of the current curriculum.

60 primary school teachers who voluntarily participated in the study answered the interview forms electronically. With the questions prepared in an open-ended format, it allowed primary school teachers to freely express their thoughts about the curriculum.

Data Analysis

The interview form was applied to the volunteer teachers. The obtained data were read by the researcher with great care and transferred to the computer environment. Content analysis was used in the analysis of the data. The main purpose in content analysis is to reach concepts and relationships that can explain the collected data. Through content analysis, data is tried to be defined and facts that may be hidden in the data are tried to be revealed (Yıldırım & Şimşek, 2011).

FINDINGS

In Table 1, the opinions of the teachers regarding the first problem question of the research, "What are the general opinions of primary school teachers about the applicability of the current curriculum?"

Table 1. Findings regarding the general views of teachers about the applicability of the current curriculum

Category	Theme	Frequency(f)	Percentage(%)
Positive	The program is student-centered	17	28.3
	Applicable due to small number of students	8	13.3
	Understandable	8	13.3
	Planned	7	11.7
	Local	6	10.0
	Presenting new method technical materials	6	10.0
	Compatible with books	4	6.7
	Flexible	4	6.7
Total		60	%100
Negative	Insufficient time	29	48.3
	Too much gain	12	20.0
	It is subject-centered	8	13.3
	Not applicable in crowded classrooms	5	8.3
	Topics are not appropriate for the level	3	5.0
	Lack of physical infrastructure	3	5.0
Total		60	%100
Suggestions	Should be student-centered	19	31.7
	Topics should be reduced.	15	25.0
	The number of students in classes should be reduced	13	21.7
	It should be updated modern	5	8.3
	Books should be improved	4	6.7
	Must be local	4	6.7
Total		60	%100

In Table 1, in line with the general opinions of primary school teachers on the applicability of the current curriculum, it has been determined that the curriculum applied with the highest participation is student-centered. In line with this data, it can be said that the curriculum prepared with the constructivist approach, which was put into practice in 2005, was defined as student-centered by primary school teachers and they had knowledge about the curriculum. Sertel (2014), Turan and Tabak (2021), Kocayiğit and Aykaç (2019), Dedeoğlu and Polat (2021), and Sesame and Demir (2020) found that similar results were obtained regarding these data. In addition, teachers stated that the curriculum is understandable and applicable because the number of students in their classes is low. In this direction, it can be said that the student-centered primary school curriculum applied in the TRNC and prepared with a constructivist approach is considered positively by the teachers.

On the other hand, it was determined that the teaching programs, which are stated to contain too many gains by the teachers, are insufficient in the implementation of the constructivist approach, the teaching programs are subject-centered, and the crowded classrooms do not allow the application of student-centered education. These data can say that the number of achievements included in the curriculum is too high. Sertel (2014), Turan and Tabak (2021) found that similar results were obtained regarding these data in their studies. In this direction, it can be said that the course duration is insufficient for the implementation of the curriculum with a lot of gains with a constructivist approach and the crowded classrooms do not allow the implementation of the curriculum in a student-centered manner.

In line with the general opinions of primary school teachers on the effectiveness of the current teaching programs, they mostly stated that the programs should be student-centered. They also stated that the subjects in the curriculum and the number of students in the classes should be reduced. In line with these data, it can be said that the curriculum should be redeveloped, which is student-centered in theory and subject-centered in practice, and that the subjects and class sizes should be reduced in order to implement the curriculum. Susar Kırmızı and Yurdakal (2019) and Karaman and Karaman (2016) found similar results regarding these data in their studies. In this direction, it can be said that the subject density and class size are important factors in the implementation of the primary school curriculum in the TRNC with a constructivist approach.

The second problem of the research, "What are the opinions of primary school teachers regarding the applicability of the current curriculum according to their regional demographic characteristics?" teachers' views on the question are shown in Table 2.

Table 2. Findings on teachers' views on the applicability of the current curriculum according to regional demographic characteristics

Regional	Category	Theme	Frequency(f)	Percentage(%)
CENTER	Positive	The program is student-centered	15	40.5
		Applicable due to small number of students	1	2.7
		Understandable	1	2.7
		Planned	6	16.2
		Local	5	13.5
		Presenting new method technical materials	5	13.5
		Compatible with books	3	8.1
		Flexible	1	2.7
	Total		37	%100
	Negative	Insufficient time	22	50.0
		Too much gain	8	18.2
		It is subject-centered	7	15.9
		Not applicable in crowded classrooms	3	6.8
		Topics not suitable for level	2	4.5
		Lack of physical infrastructure	2	4.5
	Total		44	%100
	Suggestions	Should be student-centered	14	32.6
		Topics should be reduced.	11	25.6
		Class sizes should be reduced	11	25.6
		It should be updated modern	3	7.0
Books should be improved		2	4.7	
Must be local		2	4.7	
Total		43	%100	

RURAL	Positive	The program is student-centered	2	8.7
		Applicable due to small number of students	7	30.4
		Understandable	7	30.4
		Planned	1	4.3
		Local	1	4.3
		Presenting new method technical materials	1	4.3
		Compatible with books	1	4.3
		Flexible	3	13.0
	Total		23	%100
	Negative	Insufficient time	7	43.8
		Too much gain	4	25.0
		It is subject-centered	1	6.3
		Not applicable in crowded classrooms	2	12.5
		Topics not suitable for level	1	6.3
		Lack of physical infrastructure	1	6.3
	Total		16	%100
	Suggestions	Should be student-centered	5	29.4
Topics should be reduced.		4	23.5	
Class sizes should be reduced		2	11.8	
It should be updated modern		2	11.8	
Books should be improved		2	11.8	
Must be local		2	11.8	
Total		17	%100	

In Table 2, it has been determined that there are significant differences in the opinions of the teachers regarding the applicability of the curricula being implemented according to the regional demographic characteristics. Primary school teachers' places of duty in the city center are grouped as center and those with a place of duty outside the city are grouped as rural. In the research, the teachers in the central region who expressed their opinions stated that the program is student-centered, but the time is insufficient when applying the program with a constructivist approach, and the number of classrooms and the number of achievements should be reduced in order to implement the program. On the other hand, rural teachers stated that the programs are applicable and understandable because the class sizes are small. In the study, while the teachers in the central region expressing their opinions mostly expressed the reduction of the class size as a suggestion, the rural teachers expressed their opinions with low participation. In line with these data, it can be said that there are significant differences between the views of teachers from the central region and the rural region regarding the implementation of the programs. In a study conducted by Sertel (2014), it was determined that he reached similar results regarding these data. In this context, it can be said that the low number of students is an important factor for the implementation of the primary school curriculum in the constructivist approach.

CONCLUSION AND RECOMMENSATIONS

In the study, the views of TRNC primary school teachers on the applicability of the curriculum were examined. In the findings part of this research, the results of the data obtained by examining the open-ended interview forms as a qualitative data collection tool were concluded inductively. In this study, the results were compared and discussed, and the nature of the research problems was concluded in line with these results.

In line with the general opinions of primary school teachers, which is the first sub-problem of the study, on the applicability of the applied curriculum, it was seen that the primary school teachers' views on the student-centeredness of the applied curriculum were positive. The fact that the curricula in the Turkish Republic of Northern Cyprus have been adopted by the Ministry of National Education since 2005, where the constructivist approach has been adopted and new programs targeting student-centeredness have been organized, supports this finding.

Sertel (2014) stated that TRNC primary school teachers describe the target - content - learning activities and evaluation elements of the curriculum as student-centered. Similarly, in the studies of Turan and Tabak (2021),

Kocayığıt and Aykaç (2019), Dedeoğlu and Polat (2021), and Susam and Demir (2020), it was concluded that the curriculum is student-centered. It has been determined that the views of primary school teachers regarding the applicability of the curriculum are that they can be implemented in classes with a small number of students. In their research, Sertel (2014) and Susar Kırmızı and Yurdakal (2019) concluded that there are problems in the implementation of curriculum in classrooms with a large number of classrooms. In line with these data, it has been concluded that the curricula applied in the TRNC adopt the constructivist approach and are student-centered.

On the other hand, although the curriculums renewed after 2005 were prepared with a constructivist approach and aimed at student-centeredness, it was determined that primary school teachers faced some problems in the implementation of the curriculum. Regarding the applicability of primary school teachers' student-centered and activity-based teaching programs, it was determined that the current course durations were insufficient and the program was applied subject-centered in order to train the subjects. Sertel (2014) determined that since there was not enough time to cover the subjects, the class teachers were using the branch lessons to complete the subjects, and the subjects were heavy and compressed. In addition, negative opinions of primary school teachers that the current curriculum includes too many gains were determined. In their research, Sertel (2014) and Turan and Tabak (2021) determined that the program is very dense in terms of learning outcomes and subject content. In addition, the teachers stated that the curriculum prepared with the constructivist approach is subject-centered, not student-centered, and therefore has a rote-based understanding. In their research, Susar Kırmızı and Yurdakal (2019) emphasized that the teachers stated that the program, which was prepared with a constructivist approach in theory, is close to rote understanding in practice, that the programs do not develop students' questioning skills, and that the learning outcomes and activities are suitable for rote understanding. Sertel (2014) emphasized that the fact that the curriculum only foresees the classroom as a learning environment is not suitable for primary school students in the concrete operational stage to comprehend only what is told verbally. In line with these data, it is stated that the number of gains included in the curriculum prepared with a constructivist approach, which is based on each student's questioning, interpretation and analysis of information and activities; Accordingly, it has been concluded that in the implementation of the curricula, which are stated to contain gains, with a constructivist approach, the course durations are insufficient and the curricula are applied in a subject-centered manner.

In line with the opinions of primary school teachers, which is the second sub-problem of the study, according to their regional demographic characteristics regarding the applicability of the current curriculum, it was determined that the negative opinions of the teachers working in the city center do not allow the implementation of student-centered education in crowded classrooms. Turan and Tabak (2021) and Karaman and Karaman (2016) stated in their research that teachers stated that the physical conditions of the schools were insufficient, that there were problems in the implementation of the curriculum due to the crowded classrooms and that the programs should be simplified. In this context, it has been concluded that the crowded classrooms in the schools located in the city center in the TRNC do not allow the implementation of student-centered education.

In line with the results obtained from this research, the following recommendations are presented:

- In this research, primary school curricula were handled as a whole (objective, content, learning-teaching processes and evaluation). Further research should be conducted in detail for each element of the program.
- In order to implement the primary school curriculum with a constructivist approach, the problems that primary school teachers encounter in practice (lack of course hours, excess of course content, crowded classes, subjects not suitable for the level, insufficient physical environment, etc.) should be eliminated.
- Well-prepared programs alone are not enough. In order for programs to be functional, their implementers also require adequate equipment. In this context, teachers who are the implementers of the program should be informed by field experts about in-service training and the content and process of the program.
- Instead of changing the programs frequently, the opinions of all stakeholders should be taken into consideration and the programs should be developed with scientific criteria.

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