

# AN ASSAY WHETHER EARLY COMMUNICATION (TEACHING TURKISH) METHODS AFFECT THE THINKING PROCESS THROUGH TURKISH AND MATHEMATICS COURSE

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**Abstract:** The scientific knowledge asserts that the language learning center of the human species is designed in a way to understand the whole better than the single parts. In other words, inductive method which is particularly applicable and necessary for the scientific field, is superseded by deduction method due to its superiority when it comes to learning a language. It is necessary to conduct studies whether the teaching method of the native language affects the thinking process and on the cause-and-effect relationships. Immediate motivation of people is not possible. This process is performed gradually and the initial stages are of great importance in the formation of the governance of the masses. An individual who can see single parts but can not see the whole (the big picture as colloquially expressed by the Western), can not think analytically, has an underdeveloped reasoning ability or not at all developed; does teaching method of native language have any effect on creating people who cannot make a whole out of relevant parts or ,as literally expressed by native of Anatolia, in creating people who cannot tie up the ends of the ropes? How does the early communication method of 'mathematical' knowledge, a must for life, affect the ability to grasp and apply it? What does it have to do with using Turkish language?

As it can be seen from the above paragraph, this assertion has two goals: The first one is as follows by means of an example from social sciences: It is based on how the teaching method of native language can influence the thinking process through a practice to complicate the task of language learning center in brain, that is contrary to its functioning. And the second one: With use of an example from life sciences, will be starting discussion with respect to the effect of not teaching abstract mathematical knowledge through concrete examples on thinking process, its consequences, and how the way of teaching mathematics influences language skills since 'linguistic' is based on mathematics.

**Key words:** Induction, Deduction, Analytical Thinking, Reasoning, Early Communication Method, Big Picture, Mathematics Skills, Turkish Skills

## Introduction

*"Idea + Phrase + Articulation = hat is Human."*

Stanislavsky

The language, which is considered as a universal and ancient quality as man's making of tools, helps to hand the inheritance of social experience down from generation to generation. Language skill is naturally regarded as one of the primary differences between man and animal (Taşer, 200: 49). All members of a society can tell others what they see, hear, experience, and do by use of the same symbols in the language (Taşer, 200: 47).

*"Man's achievements rest upon the use of symbols"*

Alfred Korzybski

Language is a more advanced phenomenon than simply handing down traditions, customs, information, experiments. At the same time it affects the legacy left; in short, language makes the tradition rational (Taşer, 200: 47). The main focus of the article originates from this. *Why does a society resist to change their trials and experiences according to reason and science?* Although this is available in the nature and development of the language, why is there a movement in the opposite direction of this structure in some societies? The particular focus of this paper is to discuss this question with respect to our society in which we are born.

*"Any method that improves thinking also improves speaking; and vice versa any method that improves speaking improves thinking as well ."*

**AT Weaver; MV**

**Ness**

What are the factors that can cause disruption in the normal development of thought? Is it due to the fact that customs and traditions assume a role of religious elements? When religion and language considered in the same context, language acts like a link as expressed by Confucius. Contrary to popular belief, it is not the religion that holds together like glue. At best, it might be transfer of religious elements, but in any case this does not exhibit a permanent characteristic, and history witnesses that. To rephrase, the possible external dynamics that can influence the formation of thinking: Is the teaching method of Turkish and Mathematics constitute the main problematic question of the article?

A large majority of the population in our society we live in experiences problems with the use of mathematics and language. Our mathematical knowledge is weak and we generally fail to practice it in our lives. It does not make our life easier, on the contrary, it can make our life more difficult if the information that is taught creates confusion. However, mathematics is there to make us understand the life and make it easier. Using hand like an abacus- counting on the fingers is common and those who have never attended a school can get ripped off less in market. Our sense of direction has not improved as well. However, our society descends from ancestors who were quite good at using world map.

The teachers, who are native speakers of English Language with pedagogical formation (on writing, note-taking, listening, reading) have attempted to divert tendency of public high school graduates on whole sentence, instead of constantly focusing on the parts of sentences and trying to learn separately. The first time this is experienced by the author of this paper is when she was a student at preparation class in YADYOK (the school of foreign languages) at Bosphorus University, and at that time the idea of making a paper on this topic has come to her mind. Teachers did not experienced such a difficulty with international students, however they were constantly obliged to motivate public high school graduates to focus on whole sentence instead of its constituents (actually, this should be easy to achieve later on due to the nature of language). The graduates of Italian High School, Saint Michel French High School, Saint Benoit High School, Notre Dame de Sion French High School - all of which excels at providing a proper education even for a second foreign language, do not have such a problem. As author of this paper, hereby, I would like to share my personal experiences pertaining to that time. In YADYOK at Bosphorus University, I have participated in the same language courses together with some of the graduates of the aforementioned high schools, and I have my personal observations thereof. No matter in which language they were trained in their high schools, they had a proper language learning experience such that, with some effort, they would not be even required to be participate in an English preparation class. In those days, I have found the answer to my question on functioning of the language learning center in brain when I have read a sentence by Noam Chomsky in his book borrowed from the library at Bosphorus University. The functioning principle of the language learning center in brain is based on the requirement of "deduction" (Chomsky, 2001: 20).. Now the puzzle is completed for me, who has graduated from high school with a certificate of commendation, with high grades in English, had opportunity to spent time with people from different societies, and had a pen friend since my early childhood - That's why, in this society, there is a colloquial saying as follows:

If you want to learn a language, live in the country where it is spoken or have boyfriend or girlfriend, who is a native speaker of the language to be learnt. (Or you may use a more direct translation of what is explicitly meant here: without French kiss, you can't learn French.) Why ? Because you learn as a whole. Just like a baby learning to speak. Hereby, it is emphasized that exposure to whole sentence, observing action and reaction - also referred

to as interaction- and communication depend on presence of interaction. (Please revise this part: etkileşim ....etkileşim olmasına bağlıdır) After such interaction, which tense should be used, should the verb be at the end of sentence? A baby can start talking with simple and grammatically correct sentences without caring if it is a head-final language or not

Then wearing red ribbon was clear to me. Why was red ribbon so important?

The answer to this question lies in how we talk. Let's discuss it in more detail.

### **How Do We Talk?**

Speaking a quality of human race. The emergence and development of languages have naturally been directly or indirectly a field of interest to a wide range of different sciences such as anthropology, ethnology, sociology, psychology, linguistic, psycholinguistic, social psychology... (Taşer, 2000: 39-40). The air exhaled from lungs strikes at a great speed to the throat and mouth and causes vibrations. The sound is vibration heard through the ear, and the physiological elements will not focused on in this paper.

G. Herbert Mead claims that speaking is possible though "meaningful others". The people who really care about themselves will be the meaningful others of a baby. Every day, a baby observes the meaningful as a whole. Baby follows communication with itself and with others. When water is requested, it sees that a glass of water is served. A baby hears a plethora of sentences about diaper, baby poop or baby pee and / or physical appearance such as hair, head, hands, eyes, legs etc. when diapered. A baby notices that attention is drawn on its hair when we say you have such lovely hairs, or on hands when we say you have such lovely hands and similarly to legs, foot etc. A baby does not hear hundreds of sentences only about itself but also about everyday life. The important point here is to communicate using correct, long or short sentences. There should be no discourse attributed to the baby language such as sounds like eh, neh, heh, owh, eairh in baby talk making a false assumption that it is a baby after all. It should not be forgotten that a baby is a small yet inexperienced person, but with some genetic traits. The more qualified communication a baby is exposed, the more quickly it will develop its skills. We can figure out the importance of the quality of the language used in communication based on correlation between language and intelligence. The more stimuli stimulates brain, the better they are for a baby. As Maria Montessori has said, there are some assertions that a baby should be communicated with even if it is still in mother's womb since a baby is ready to perceive you. That is referred to as interaction. The receiver and the transmitter face each other. In other words, it contains the principle of reciprocity: action and reaction are observed, a reciprocal exchange is experienced and the definition of communication is based on this. Communication is only possible through interaction and there would be no conversation if there is no interaction.

Child psychiatrists and psychologists say that lack of interaction can lead to mental retardation in children. It is even asserted that in unilateral (one-sided) communication - such as leaving the child in front of the TV screen - interaction would be out of question, speech problems such as delayed speech or mental retardation may be experienced. If there is interaction, there is speech.

We learned to speak through interaction and what is clear by now is that a baby born into an environment where native language is tried to be taught with split parts (words will be uttered in syllables, tenses will be focused on, sentences will be studied as separate words and so on) either will be able to talk late or suffer from other problems due to confusion. Trial-and-error is required. In other words, this trial should be done with a baby (it is objectionable to have such trials from human aspects). Science may suggest that the results may be similar to those encountered in babies exposed to unilateral communication.

Well! How did we learn our

native language? Let's analyze...

### **How did we learn native language (Turkish)?**

The method that we learned our native language: In a nutshell: First 29 letters are taught. We wrote and studied. Then they gave us syllable cards: A lot of syllables cards such as fa-ther, moth-er, ap-pple. Then we proceeded with sentences. Transition from letters to syllable cards was made with use of addition method. By adding syllables

after each other. First "f" then an "a", this is "fa", similarly "t", "h", "e", "r", "ther", thus "faaaaaaaaa" "theeeeer". By repeating the letter "a", so many similar syllables were studied over and over again by spelling, writing and memorizing. Then it was time to use 'sentence cards'. Ali throw the ball. Run, Ayşe run. Ali caught the ball. Ayşe run towards Ali. These were the kinds of first basic sentence forms. What addition method was preferred? Does it originate from a tradition that has existed in this society before? This tradition is based on pronunciation of the Qur'an.

It is based on pronunciation of Arabic letters one after another without knowledge of Arabic grammar. A small book called Elif Ba (made of the first two letters in Arabic language just like the word "alphabet" is constituted from Alpha and Beta in Greek alphabet) is a step by step guide for pronunciation of Qur'an and is generally pronounced under supervision of a Muslim scholar. It is a method based on teaching only the pronunciation of the Qur'an without any idea about meaning and this method has similar characteristics. For example: if the letter "b" has a Fathah (short vowel mark on it), it is pronounced with a short /a/ (like the initial sound in English word "up"), and it is taught with addition of sounds just like "ba". Was it made a false assumption based on such a tradition that it make mastery of reading easier. Is this how it is taught since the early days? Since it coincides with the adoption of Latin Alphabet on 1 November 1928, were they convinced that it could only be taught in this way? (Please revise). In this paper, there are no answers to these questions and they are intended to be researched. At that time, they did not have this knowledge about the functioning of the language learning center in brain, and it was thought that this habit in the society would facilitate the mastery of reading, it did not evolve within time according to reason and science. Now the knowledge that science offers us is that this method makes learning difficult. It can cause situations that hinder analytical thinking, may interrupt the ability to see whole picture (able to see individually, but incapable of seeing the whole), and cause short-term memory due to correlate things. Although this method is abandoned for a specific period, all of the teachers are trained in inductive method. When we analyze the characteristics of a language to transfer the knowledge, it can be clearly predicted that long years will be required for transformation.

**How is mathematics, essential for life, lectured? In which way is Turkish language mathematical?  
How does deficiencies in teaching of mathematics affects usage of Turkish?**

Life is based on mathematics, and mathematics is based on formulas. There is a logic in formulas, but it is necessary to introduce this logic to children in commensurate with mental development of children in order to encourage children to love mathematics. Until the age of eleven, human beings can not grasp abstract knowledge in general. Introducing mathematics through concrete examples will make it easier to learn and this is the way to build a solid foundation. Comprehension of the logic behind mathematics depends on establishing a solid foundation. If this is not done, multiplication table nightmare starts to haunt, one cannot make up peace with mathematics no matter what, and identifying directions, giving directions, using maps might be a nightmare.

Moreover, language knowledge is also based on mathematics. Individuals with no exposure to the mathematical knowledge through the right method remains weak in terms of linguistic knowledge. Many people fail to separate "de" in Turkish language, having the meaning of "also", which should be separated from the word it follows. Short-term memorization is immediately forgotten when the examinations are over and many other similar examples can be given. The language can not be fully mastered somehow. Of course, it should be noted that generalization is made here. Depending on location, such difficulties may be experienced to some extent or we can observe that such problems are still experienced in society-wide. Eventually, what happens?

**Conclusion**

*"Experimenting with the genetics of the formation of thinking (with the functioning of the language learning center in brain) from the very beginning will only serve to (create) shape minds or shaped minds. If this is done, people can easily be manipulated through ad hoc means (internalized motifs, cultural codes, etc.), then nothing will be rejected or found odd by them, because they might already have ceased to question such means."*

*Nevin*

*Algül*

*"The universe is entirely based on mathematics. Mathematical knowledge is essential to understand the world, make sense of it, and make our life easier. Teaching of mathematics by use of a method contrary to the developmental stages of the human brain can serve to make a contribution to not only raising people who cannot find their way, give directions, use maps, but also people who has no real knowledge about grammar of native language, and accordingly no real mastery of native language."*

### **Nevin Algül**

How does an individual feel that? They may not feel, but they may be exposed to an inferiority complex. Student gets six years of foreign language education (foreign language is taught through induction method), let alone speaking, fails to speak in simple sentences, and has never enjoyed grammar and mathematics throughout all study period. How many adults are there out to know multiplication table by heart? Student gets red ribbon later than classmates and thus receive a nasty blow by native language before life really begins. What happens then? The feeling of inferiority complex may develop. A feeling emblazoned in his or her unconscious (in the first quarter of 2000, the definition of subconscious concept has changed and it is redefined as our attitudes and behaviors that are shaped through our life experiences (Mlodinov, 2013: 21-23)

Unity of education is a must. All schools are affiliated to the Ministry of National Education by the Law on Unity of Education, enacted under law No. 430 on March 03, 1924, and enforced on March 06, 1924 by TGNA (<http://mevzuat.meb.gov.tr/html/110.html>), and thus unity of education is ensured (If definition of education includes to make changes in attitude and behavior through information transfer, then would it not be more appropriate to call it unity of teaching-education?)

The fact that there may be a difference between the methods of transferring information in schools of foreign origin and state-owned schools is within the scope of this paper, but it should be discussed if such differences in methods cause creation of different minds, exposure to foreign culture, feeling close to it, receiving information as it should be, and formation of a naturally dominant ruling class.

If native language is not taught by means of induction, it may end up in a group of people who cannot establish causa - effect relation, who can comprehend events independently but cannot make a whole out of it, who close the door on reasoning, who readily accept dogmas and never question them, and who has a weak memory.

This may even be the reason for short-term memory. To create masses that assimilates the cultural codes of the social circle in which they are born without questioning them. It is very easy to manipulate such people through the instruments of religion, ideology, race. If you deprive man of ability to question (reasoning, comparison, correlating events but doing all these things in an objective and sound manner), man attempt to give a meaning to his presence through religion, ideology, race, factions, groups, even NGOs (civil society organizations) and in this context someone who considers to be a very modern person and some other person who is considered to be very narrow-minded can be put in the same equation. It should not be forgotten that the cultural character of the family, namely the first social environment, plays a decisive role in the quality of education a person gets, and covers up its deficiencies. The greatest evil here is that it is not noticed that objective thinking is a plus for the future of the humanity and societies and that minds can become a putty in the hands of imperialist powers as 'programmed minds', ignoring the fact that science also supports this assertion. Now it will be very easy to make all these 'programmed minds' to welcome people, who have the same appearance with them serving others. The real task here is under responsibility of who call themselves as "intellectuals". This can be solved with a brain to see and understand the situation and courage to disclose it. It is the way to use the science. Of course, the facts need to be updated in line with scientific knowledge. One can come out and prove that two plus two may not always equal to four. It would be possible through these 'intellectuals' to establish an order for cultivation of a viewpoint in people in which the doors to reasoning would be wide open. A society should be able to solve the events through the instrument of reasoning and science, and also to be able to do crosscheck such reasoning via science. It is possible to have all kinds of beliefs and belief systems that will keep the human being alive, but common ground should be science. All other ways would create manipulable societies, which can only lead to a transformation into a society that enriches others, is easily driven away from here to there, and even collapses.

World governance is based on commercial intelligence. The rulers who are keen on domination want a

manipulable consumers suitable for the perception management, who can think in parallel with rulers' interests, masses that contribute all their resources to rulers, and actually they do create such people. Today, the means of manipulation are still religion, language, race, democracy (even all NGOs), all religions, belief systems, yoga, ayurveda, astrology as they abuse. That is to say, all the teachings that exist for their own purposes can be transformed into abuse-liable means. These tools may vary. For the continuation and continuity of society it is necessary to establish language policies, which are independent of dominant powers, and put reasoning and science on its focus.

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