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كتاب الملخصات المؤتمر الدولي التاسع عشر للمجتمع التربوي

Abstracts Book of The 19th International Symposium of the Educational Community

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ÖN SÖZ

4–8 Kasım 2025 tarihlerinde Antalya'da gerçekleştirilen 19. Uluslararası Eğitim Camiası Sempozyumu, Saybilder Topluluğu'nun koordinasyonunda; Mardin Artuklu Üniversitesi (Türkiye) ve Carthage Üniversitesi (Tunus) akademik desteğiyle başarıyla tamamlanmıştır. Eğitim bilimlerinin güncel gelişmelerini, yenilikçi yaklaşımlarını ve disiplinler arası etkileşimlerini merkeze alan bu sempozyum, uluslararası akademik dayanışmanın güçlenen yapısını somut biçimde ortaya koymuştur. Farklı ülkelerden gelen araştırmacılar hem kendi eğitim sistemlerine ilişkin birikimlerini paylaşmış hem de evrensel nitelik taşıyan eğitsel sorunlara yönelik çözüm önerilerini tartışma fırsatı bulmuştur.

Bu yılki sempozyum, geniş bir katılımcı profiline sahip olması açısından ayrıca dikkat çekicidir. Türkiye'den 45 bildiri; Almanya, Cezayir, Fas, Irak, Kuveyt, Mısır, Sudan, Suudi Arabistan Krallığı, Tunus, Umman ve Ürdün gibi ülkelerden toplam 60 bildiri olmak üzere **105 bilimsel sunum** gerçekleştirilmiştir. Bu çok seslilik, kültürlerarası akademik alışverişi zenginleştirmiş; farklı öğretim geleneklerinin, eğitim politikalarının ve sınıf içi uygulamaların karşılaştırmalı biçimde ele alınmasına imkân tanımıştır. Böylece sempozyum, yalnızca bir bilimsel paylaşım ortamı değil, aynı zamanda kapsamlı bir öğrenme ve etkileşim platformu hâline gelmiştir.

Sempozyumun temel amacı; eğitim araştırmalarını uluslararası düzlemde görünür kılmak, araştırmacılar arasında sürdürülebilir iş birliklerini teşvik etmek ve öğretim süreçlerine katkı sağlayacak bilimsel üretimi desteklemektir. Sunulan çalışmalar; eğitim teknolojileri, öğretmen eğitimi, dijital pedagojiler, yabancı dil öğretimi, psikolojik danışmanlık, özel eğitim, sürdürülebilir eğitim politikaları ve toplumsal dönüşüm gibi geniş bir tematik alanı kapsamaktadır. Bu çeşitlilik, sempozyumun hem teorik yaklaşımlar hem de sahaya dayalı uygulamalı çalışmalar bakımından güçlü bir birikim ortaya koyduğunu göstermektedir.

Elinizdeki bu kitap, söz konusu bilimsel üretimin özet metinlerini bir araya getirmektedir. Ancak kitap, yalnızca bildirilerin bir toplamı olmanın ötesinde; farklı akademik geleneklerden, kültürel perspektiflerden ve araştırma yöntemlerinden beslenen bir ortak aklın ürünü niteliğindedir. Kitapta yer alan çalışmaların eğitim bilimleri alanında çalışan uygulayıcı öğretmenlere, politika geliştiricilere, akademisyenlere ve genç araştırmacılara yeni bakış açıları sunması hedeflenmektedir.

Sempozyum sürecinde ortaya çıkan en önemli bulgulardan biri, uluslararası akademik iş birliğinin eğitsel gelişime sağladığı doğrudan katkının bir kez daha görülmüş olmasıdır. Farklı ülkelerden araştırmacıların deneyimleri, yöntemsel yaklaşımları ve çözüm önerileri; eğitimin karşı karşıya olduğu ortak sorunların daha bütüncül ve karşılaştırmalı bir çerçevede değerlendirilmesine olanak tanımıştır. Ayrıca etkinlik boyunca kurulan yeni akademik bağlar, gelecekte yürütülecek ortak projeler ve yayınlar için güçlü bir temel oluşturmuştur.

Sonuç olarak, 19. Uluslararası Eğitim Camiası Sempozyumu'nun ortaya koyduğu bilimsel zenginliğin, eğitim alanında çalışan tüm araştırmacılar için değerli bir kaynak niteliği taşıdığına inanıyoruz. Sempozyuma katkı veren tüm bilim insanlarına, organizasyon sürecinde emek gösteren akademik ve idari ekiplere ve eğitime gönül veren tüm paydaşlara içten teşekkürlerimizi sunarız. Bu kitabın, araştırmacılar ve uygulayıcılar için faydalı bir başvuru kaynağı olmasını diliyoruz.

Prof. Dr. Sami Baskın

Düzenleme Kurulu Başkanı

Preface

The 19th International Symposium of the Educational Community, held in Antalya on 4–8 November 2025 under the coordination of the Saybilder Community and with the academic support of Mardin Artuklu University (Türkiye) and Carthage University (Tunisia), was successfully completed. Focusing on current developments in educational sciences, innovative approaches, and interdisciplinary interactions, the symposium once again demonstrated the strengthening structure of international academic solidarity. Researchers from different countries had the opportunity to share insights from their own educational systems while discussing solutions to challenges of universal relevance.

This year's symposium was remarkable for its broad and diverse participation. A total of 105 presentations were delivered, including 45 from Türkiye and 60 from Germany, Algeria, Morocco, Iraq, Kuwait, Egypt, Sudan, the Kingdom of Saudi Arabia, Tunisia, Oman, and Jordan. This diversity enriched intercultural academic exchange and allowed for comparative discussions on various teaching traditions, education policies, and classroom practices. Thus, the symposium served not only as a scientific meeting but also as a comprehensive platform for learning and interaction.

The main objective of the symposium was to enhance the international visibility of educational research, foster sustainable collaborations among scholars, and support scientific production that contributes to teaching and learning processes. The presentations covered a wide range of themes including educational technologies, teacher education, digital pedagogies, language teaching, psychological counselling, special education, sustainable education policies, and social transformation. This thematic breadth revealed the symposium's strong contribution to both theoretical perspectives and practice-based field research.

This volume brings together the abstract texts of the studies presented at the symposium. Beyond being a mere collection of abstracts, the book reflects a shared intellectual endeavour shaped by diverse academic traditions, cultural perspectives, and methodological approaches. It is hoped that the studies presented here will offer new insights for educators, policymakers, scholars, and young researchers working in the field of educational sciences.

One of the most significant outcomes of the symposium was the reaffirmation of the positive impact of international academic collaboration on educational development. The experiences, methodological approaches, and solution-oriented perspectives shared by researchers from various countries provided a more holistic understanding of common educational challenges. Furthermore, the academic connections established throughout the event laid a strong foundation for future joint projects and publications.

In conclusion, we believe that the scientific richness emerging from the 19th International Symposium on the Education Community will serve as a valuable reference for all researchers working in the field of education. We extend our sincere gratitude to all scholars who contributed to the symposium, to the academic and administrative teams involved in the organization, and to all individuals devoted to education. We hope that this book will serve as a useful resource for researchers and practitioners alike.

Prof. Dr. Sami Baskın

Chair of the Organizing Committee

المقدمة

أُختُتِم بنجاح تنظيم المؤتمر الدولي التاسع عشر للمجتمع التربوي، الذي عُقد في مدينة أنطاليا خلال الفترة من 4 إلى 8 نوفمبر 2025، تحت إشراف مجتمع سايبيلدر، وبدعم أكاديمي من جامعة ماردين أرتوكلو (تركيا) وجامعة قرطاج (تونس). وقد ركّز هذا الملتقى على المستجدات في علوم التربية، والمقاربات المبتكرة، والتفاعلات البين-تخصصية، مما أظهر مرة أخرى قوة التضامن الأكاديمي الدولي المتنامية. وقد أتيحت للباحثين من دول مختلفة فرصة تبادل الخبرات المتعلقة بأنظمتهم التعليمية ومناقشة الحلول المقترحة للتحديات التي تهم جميع المجتمعات التعليمية.

وقد تميّز ملتقى هذا العام بمشاركة واسعة ومتنوعة؛ حيث قُدّم 105 عروض علمية، منها 45 من تركيا و60 من ألمانيا، الجزائر، المغرب، العراق، الكويت، مصر، السودان، المملكة العربية السعودية، تونس، عُمان، والأردن. وقد أسهم هذا التنوع في إثراء التبادل الأكاديمي بين الثقافات، وفي إتاحة مناقشات مقارنة حول السياسات التعليمية، والتقاليد التربوية، والممارسات الصفية في سياقات متعددة. وهكذا أصبح الملتقى منصة للتعلّم والتفاعل، إلى جانب كونه اجتماعاً علمياً.

وكان الهدف الأساسي للملتقى هو تعزيز الحضور الدولي للبحوث التربوية، وتشجيع التعاون المستدام بين الباحثين، ودعم الإنتاج العلمي الذي يسهم في تطوير عمليات التعليم والتعلّم. وقد شملت العروض المقدَّمة مجموعة واسعة من المحاور، منها: تقنيات التعليم، تكوين المعلّمين، البيداغوجيات الرقمية، تعليم اللغات، الإرشاد النفسي، التربية الخاصة، سياسات التعليم المستدام، والتحوّل الاجتماعي. هذا التنوع الموضوعي يعكس القيمة العلمية القوية للملتقى سواء على المستوى النظري أو التطبيقي.

ويضم هذا الكتاب ملخصات البحوث التي قُدّمت خلال الملتقى. ولا يُعد هذا الكتاب مجرد تجميع لهذه الملخصات فحسب؛ بل يمثّل كذلك ثمرة فكرٍ جماعي مشترك نابع من خلفيات أكاديمية وثقافية ومنهجية متعددة. ونأمل أن تقدّم الدراسات الواردة فيه رؤى جديدة للأساتذة والممارسين وصانعي السياسات والباحثين في ميدان علوم التربية.

ومن أهم النتائج التي برزت خلال هذا الملتقى التأكيد مجدداً على أثر التعاون الأكاديمي الدولي في دعم التطوير التربوي. فقد ساعدت التجارب والمقاربات التي شارك بها الباحثون من دول مختلفة في فهم أكثر شمولاً للتحديات التربوية المشتركة، كما أسهمت الروابط العلمية التي نشأت خلال الفعالية في فتح آفاق لمشاريع مشتركة ونشاطات بحثية مستقبلية.

وفي الختام، نعتقد أن الثروة العلمية التي نتجت عن هذا الملتقى ستكون مرجعاً مهماً لجميع الباحثين المهتمين بمجال التربية. ونوجّه شكرنا العميق لجميع العلماء المشاركين، وللفرق الأكاديمية والإدارية التي ساهمت في تنظيم هذه الفعالية، ولكل من يضع التعليم في صميم اهتماماته. ونسأل الله أن يكون هذا الكتاب مرجعاً مفيداً للباحثين والممارسين.

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Dil Öğretiminde Feminist Çeviri Çözümlemesinin Eleştirel Düşünmeye Katkısı: "Uyanış" Örneği

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Özet

Bu çalışma, feminist çeviri çözümlemesinin dil öğretiminde eleştirel düşünme becerilerine katkısını incelemektedir. Araştırmanın odağında, Kate Chopin'in Uyanış romanının feminist çeviri kuramı bağlamında değerlendirilmesi ve bu sürecin öğrenciler üzerindeki bilişsel, duyuşsal ve eleştirel etkilerinin ortaya çıkarılması bulunmaktadır. Nitel araştırma yöntemine dayanan çalışmada olgubilim deseni kullanılmış, veri toplamak için yarı yapılandırılmış görüşmeler gerçekleştirilmiş ve elde edilen veriler içerik analizi ile çözümlenmiştir.

Uygulama sürecinde öğrenciler önce romanı okuyarak feminist edebiyatın temel kavramları üzerine tartışmış, ardından feminist çeviri stratejileri kapsamında çeviri tercihlerini yeniden değerlendirmiştir. Görünürlük, yazarın sesini yeniden üretme ve kültürel bağlamı koruma gibi stratejiler öğrenciler tarafından analiz edilmiş; bu süreç dilin ideolojik doğası, toplumsal cinsiyet temsilleri ve çevirmenin metne müdahalesi gibi konularda farkındalık geliştirmelerini sağlamıştır. Bulgular, öğrencilerin bağlamsal kelime bilgisi, okuma-anlama becerisi ve metinlerarası düşünme yetisinin belirgin biçimde geliştiğini göstermektedir. Bunun yanında öğrenciler feminist temalar aracılığıyla empati kurmuş, toplumsal cinsiyet normlarını sorgulamış ve dilin güç ilişkileriyle iç içe geçen yapısını fark etmiştir.

Araştırma sonuçları, feminist çeviri çözümlemesinin eleştirel dil pedagojisi ile bütünleştiğinde öğrencilerde hem bilişsel hem duyuşsal dönüşüm sağladığını ortaya koymaktadır. Öğrenciler dili yalnızca iletişim aracı değil, aynı zamanda ideolojik, kültürel ve politik bir yapı olarak değerlendirmeye başlamışlardır. Bu yönüyle çalışma, feminist çeviri yaklaşımının dil öğretiminde eleştirel düşünmeyi geliştiren etkili bir öğretim yöntemi olduğunu göstermektedir. Ayrıca, feminist edebiyatın sunduğu empatik öğrenme ortamı öğrencilerin değer ve kimlik farkındalıklarını derinleştirmiştir. Dolayısıyla feminist çeviri çözümlemesi, çağdaş dil öğretimi için hem eleştirel hem de toplumsal farkındalık temelli güçlü bir pedagojik araç olarak değerlendirilebilir.

Anahtar Kelimeler: Feminist çeviri, eleştirel düşünme, dil öğretimi, feminist edebiyat, Uyanış

The Contribution of Feminist Translation Analysis to Critical Thinking in Language Teaching: The Case of *Uyanış* (Awakening)

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Abstract

This study examines the contribution of feminist translation analysis to the development of critical thinking skills in language teaching. The analysis focuses on Kate Chopin's *The Awakening*, exploring how the novel's feminist themes and its translation within feminist translation theory enhance learners' cognitive, affective, and critical awareness. The research employs a qualitative phenomenological design, using semi-structured interviews as the primary data collection tool, and analyzes the data through content analysis.

Throughout the instructional process, students first read the novel and discussed key concepts of feminist literature. They then analyzed the Turkish translation using feminist translation strategies such as translator visibility, the re-creation of the author's voice, and preservation of cultural context. These activities enabled students to recognize the ideological nature of language, gendered representations, and the translator's active role in shaping meaning. Findings indicate notable improvement in learners' contextual vocabulary, reading comprehension, interpretative skills, and metalinguistic awareness. Additionally, students developed empathy, questioned gender norms, and gained insight into how language intersects with power structures.

Results demonstrate that integrating feminist translation analysis into critical language pedagogy fosters both cognitive and affective transformation. Students began to perceive language not merely as a communicative tool but as an ideological, cultural, and political construct. This highlights the potential of feminist translation practices as an effective instructional approach for enhancing critical thinking. Moreover, the empathetic dimension of feminist literature deepened students' awareness of identity, values, and social inequalities. Overall, feminist translation analysis emerges as a powerful pedagogical tool that supports critical engagement, social awareness, and reflective learning within contemporary language education.

Keywords: Feminist translation, critical thinking, language teaching, feminist literature, The Awakening

Hayat Bilgisi Dersinde Kavramların İncelenmesi

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Özet

Hayat Bilgisi dersi, ilkokul düzeyinde öğrencilerin yaşadıkları çevreyi tanımaları, toplumsal rollerini öğrenmeleri ve günlük yaşamda gerekli bilgi, beceri ve değerleri kazanmaları açısından temel bir ders niteliğindedir. Bu derste öğrenciler, bilişsel gelişimlerine uygun kavramlar aracılığıyla dünyayı anlamlandırır, deneyimlerini düzenler ve yeni bilgileri önceki öğrenmeleriyle ilişkilendirirler. Kavramlar, insan yaşamına pek çok yönden katkı sağlamaktadır. Bu katkıların en önemlisi, iletişimde kolaylık sağlamaları ve olası anlam karışıklıklarını önleyerek insanlar arasında ortak bir dil oluşturmalarıdır. Bireyler çocukluktan itibaren kavramları ve bu kavramları temsil eden kelimeleri öğrenmeye ve biriktirmeye başlarlar. Zamanla, bu kavramları özelliklerine göre gruplandırırlar, aralarındaki ilişkileri keşfederler, gerektiğinde yeniden yorumlarlar veya yeni kavramlar yaratırlar. Bu süreçte kavram öğretimi, öğrencilerin bilgiyi yapılandırmalarını, anlamlı öğrenmeler gerçekleştirmelerini ve yeni bilgileri önceki deneyimlerle ilişkilendirmelerini sağlayan temel bir unsur olarak öne çıkmaktadır. Bu çalışmada, Hayat Bilgisi dersinde kavramların öğretimine ilişkin ulusal ve uluslararası literatür incelenmiştir. Bulgular, kavram öğretiminde doğrudan yaşantıların, görsel materyallerin, drama ve oyun temelli etkinliklerin, ayrıca okul dışı öğrenme ortamlarının kullanımının öğrencilerin kavramsal gelişimlerini desteklediğini göstermektedir. Ayrıca kavram yanılgılarının erken dönemde tespit edilmesinin, öğrenme süreçlerinde yanlış bilgilerin kalıcı hale gelmesini önlediği vurgulanmaktadır. Öğretmenlerin, öğrencilerin kavram gelişimlerini sürekli izlemeleri ve alternatif ölçme-değerlendirme araçlarından yararlanmaları önerilmektedir. Sonuç olarak, Hayat Bilgisi dersinde kavramların planlı, sistematik ve öğrenci merkezli etkinliklerle işlenmesi; öğretmenlerin bu konuda hizmet içi eğitimlerle desteklenmesi; ailelerin ise süreçte işbirliğine dâhil edilmesi gerektiği sonucuna ulaşılmıştır. Böylece öğrencilerin yalnızca kavramsal bilgi değil, aynı zamanda eleştirel düşünme, problem çözme ve çevre bilinci gibi üst düzey beceriler de kazanmaları mümkün olabilmektedir.

Anahtar Kelimeler: Hayat Bilgisi, kavram öğretimi, derleme, anlamlı öğrenme, kavram yanılgısı

Examining Concepts in Life Sciences Lesson

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Abstract

The Life Studies course in primary education is a fundamental subject that enables students to recognize their environment, learn their social roles, and acquire the knowledge, skills, and values necessary for daily life. In this course, students make sense of the world, organize their experiences, and relate new information to their prior learning through concepts appropriate to their cognitive development. Concepts contribute to human life in many ways. The most important of these contributions is that they facilitate communication and create a common language among people by preventing potential misunderstandings. Within this process, concept teaching emerges as a key element that allows students to construct knowledge, achieve meaningful learning, and relate new information to their previous experiences. This review study examines national and international literature on concept teaching in the Life Studies course. Findings indicate that the use of direct experiences, visual materials, drama and play-based activities, as well as out-of-school learning environments, supports students' conceptual development. It is also emphasized that early identification of misconceptions prevents incorrect information from becoming permanent in the learning process. Teachers are advised to continuously monitor students' conceptual development and utilize alternative assessment tools. In conclusion, concepts in the Life Studies course should be taught in a planned, systematic, and student-centered manner. Teachers should be supported with in-service training, while families should also be included in the process through cooperation. In this way, students can acquire not only conceptual knowledge but also higher-level skills such as critical thinking, problem-solving, and environmental awareness.

Keywords: Life Studies, concept teaching, review, meaningful learning, misconception

Hayat Bilgisi Dersinde Okul Dışı Öğrenme Ortamlarının Kullanımı

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Özet

Hayat Bilgisi dersi, ilkokul öğrencilerinin günlük yaşamla doğrudan bağlantılı bilgi, beceri ve değerleri edinmelerine katkı sağlayan temel derslerden biridir. Millî Eğitim Bakanlığı öğretim programında, Hayat Bilgisi dersinde öğrencilerin günlük yaşamla ilişkilendirilebilecek, yaparak-yaşayarak öğrenme deneyimlerine yer verilmesi gerektiğini vurgulamaktadır. Ancak araştırmalar, yalnızca sınıf içi etkinliklerle yürütülen öğretimin bu hedeflere ulaşmada yeterli olmadığını ortaya koymaktadır. Günümüzde öğrenme, okul duvarlarıyla sınırlı olmayan, bireyin yaşamının her alanında devam eden dinamik bir süreç olarak görülmektedir. Bu noktada, öğrencilerin çevreleriyle doğrudan etkileşim kurmalarına olanak veren okul dışı öğrenme ortamları dikkat çekici bir alternatif sunmaktadır. Okul dışı öğrenme, planlı ve programlı biçimde yürütülen, formal eğitim hedeflerini destekleyen ancak geleneksel sınıf ortamının dışında gerçekleşen öğrenme etkinliklerini kapsamaktadır. Bu yaklaşım, öğrenmeyi sınıf sınırlarının dışına taşıyarak çocukların yaşamla bağ kurmalarını, çevrelerini keşfetmelerini ve değerlerle donanmış bir birey olarak topluma katılmalarını destekler. 2024 Türkiye Yüzyılı Maarif Modeli, okul dışı öğrenme ortamlarının eğitime entegrasyonunu teşvik ederek öğrencilerin yaşadıkları çevreyi öğrenme laboratuvarı olarak görmelerini hedeflemektedir. Bu çalışmada, Hayat Bilgisi dersinde kullanılan okul dışı öğrenme ortamlarından müzeler, parklar, tarihi mekânlar, bilim merkezleri, doğal alanlar ve yerel yönetim birimlerinin kullanımına ilişkin ulusal ve uluslararası çalışmalar incelenmiştir. Bulgular, söz konusu ortamların öğrencilerin öğrenmeye yönelik ilgilerini artırdığını, bilgilerin kalıcı hale gelmesine katkı sağladığını ve dersin bilişsel çıktılarının yanında sosyal beceriler, çevre bilinci ve değerler eğitimi açısından da önemli kazanımlar sunduğunu göstermektedir. Ayrıca bu ortamlar, gözlem yapma, problem çözme, iletişim ve iş birliği gibi 21. yüzyıl becerilerinin geliştirilmesine zemin hazırlamaktadır. Hayat Bilgisi programlarında okul dışı öğrenme ortamlarının daha sistematik biçimde entegrasyonu ve öğrencilerin etkin katılımının teşvik edilmesi önerilmektedir.

Anahtar Kelimeler: Hayat Bilgisi, okul dışı öğrenme, değerler eğitimi, sosyal beceriler, 21. yüzyıl yeterlikleri

A Review on the Use of Out-of-School Learning Environments in the Life Studies Course

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Abstract

The Life Studies course is one of the core subjects in primary education that contributes to students' acquisition of knowledge, skills, and values directly related to daily life. The Ministry of National Education's curriculum emphasizes that the Life Skills course should include hands-on learning experiences that students can relate to in their daily lives. However, research indicates that instruction conducted solely through classroom activities is not sufficient to achieve these aims. Today, learning is seen as a dynamic process that is not limited to the walls of school, but continues in every aspect of an individual's life. At this point, out-of-school learning environments, which enable students to interact directly with their surroundings, provide a remarkable alternative. Out-of-school learning encompasses learning activities that are conducted in a planned and structured manner, support the goals of formal education, but take place outside of the traditional classroom environment. This approach supports children in connecting with life, exploring their environment, and participating in society as individuals equipped with values by taking learning beyond the confines of the classroom. The 2024 Turkish Century Education Model aims to encourage the integration of out-of-school learning environments into education, enabling students to view their living environment as a learning laboratory. This review examines national and international studies on the use of museums, parks, historical sites, science centers, natural areas, and local government institutions within the scope of the Life Studies course. The findings reveal that such environments increase students' interest in learning, support the permanence of knowledge, and contribute not only to cognitive outcomes but also to social skills, environmental awareness, and values education. In addition, these environments provide opportunities to foster 21st-century skills such as observation, problem solving, communication, and collaboration. In conclusion, it is recommended that Life Studies curricula integrate out-of-school learning environments in a more systematic way and encourage students' active participation in order to enhance both cognitive and affective learning outcomes.

Keywords: Life Studies, out-of-school learning, values education, social skills, 21st-century competencies

Complémentarité de l'intelligence artificielle "IA" et de l'intelligence émotionnelle "IE" en Education: quelles compétences émotionnelles peuvent réellement être entraînées par la machine?

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Résumé

À l'ère de la numérisation accélérée de l'éducation, il s'avère nécessaire d'explorer l'impact de l'intelligence artificielle (IA) sur les dynamiques d'apprentissage et le développement global des étudiants en insistant sur leur équilibre émotionnel intérieur. Le Renforcement des compétences émotionnelles constitue une question centrale pour améliorer la réussite académique et le bien-être des étudiants. La littérature comporte peu de travaux ayant étudié systématiquement les dimensions de développement de l'intelligence émotionnelle par l'intelligence artificielle dans un environnement éducatif. Ce travail vise à déterminer quelles compétences émotionnelles peuvent être efficacement stimulées par des outils d'IA et à identifier leurs limites. La problématique est de comprendre comment l'IA peut contribuer au renforcement de l'intelligence émotionnelle, en complément des savoirs cognitifs, afin de former des apprenants capables de combiner compétences techniques et compétences humaines dans un contexte éducatif en mutation. L'analyse montre que la reconnaissance des émotions, l'autorégulation et la communication empathique peuvent être partiellement entraînées à travers des systèmes d'IA tels que les " chatbots interactifs ", " les environnements immersifs " et les outils de " feedback " automatisé. Ces résultats suggèrent que l'IA peut compléter avantageusement aux pratiques pédagogiques traditionnelles, permettant un entraînement ciblé et personnalisé des compétences émotionnelles, mais qu'elle ne peut remplacer le rôle des enseignants dans le développement complet de l'intelligence émotionnelle. Les conclusions offrent des pistes pour concevoir des programmes éducatifs intégrant intelligemment l'IA afin de soutenir la dimension émotionnelle tout en préservant un accompagnement humain pour un apprentissage complet en synergie entre intelligence cognitive et intelligence artificielle.

Les mots clés : intelligence artificielle, intelligence émotionnelle, éducation, Technologie éducatives, apprentissage personnalisé.

Complementarity of Artificial Intelligence "AI" and Emotional Intelligence "EI" in Education: which emotional skills the machine can really train?

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Abstract

In an era of accelerated digitization in education, it is necessary to explore the impact of Artificial intelligence (AI) on learning dynamics and the overall development of Students, with an emphasis on their inner emotional balance. Strengthening emotional skills is a key issue for improving students' academic success and well-being. There is little literature that has systematically studied the dimensions of emotional intelligence development through artificial intelligence in an educational environment. This work aims to determine, which emotional skills AI tools can effectively stimulate and to identify their limitations. The research problem is to understand how AI can contribute to strengthening emotional intelligence, complementing cognitive knowledge, in order to train learners capable of combining technical and human skills in a changing educational context. The analysis shows that emotion recognition, self-regulation, and empathic communication can be partially trained through AI systems such as "interactive chatbots," "immersive environments," and automated "feedback" tools. These results suggest that AI can complement traditional teaching practices, enabling targeted and personalized training in emotional skills, but that it cannot replace the role of teachers in the comprehensive development of emotional intelligence. The conclusions offer avenues for designing educational programs that intelligently integrate AI to support the emotional dimension while preserving human support for comprehensive learning in synergy between cognitive intelligence and artificial intelligence.

Keywords: artificial intelligence, emotional intelligence, education, educational technologies, personalized learning

Les histoires dans le Coran : Un moyen pédagogique pour tirer des enseignements

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Résumé

Les récits relatés dans le Coran constituent un outil pédagogique fondamental, mobilisé de manière récurrente pour transmettre des enseignements spirituels, moraux et sociaux à portée universelle. Loin d'une simple narration historique ou illustrative, les histoires coraniques s'inscrivent dans une stratégie éducative délibérée visant à éveiller la conscience du croyant, à stimuler sa réflexion critique et à orienter son comportement individuel et collectif. Ces récits, qui englobent la vie des prophètes, les expériences des communautés passées et des épisodes emblématiques de l'histoire humaine, offrent un cadre narratif structurant permettant l'identification, l'introspection et l'appropriation de valeurs éthiques durables.

S'inscrivant à la convergence de la critique textuelle et des approches contemporaines des sciences de l'éducation, la présente étude suggère une investigation herméneutique rigoureuse du texte coranique. L'objectif est de mettre en évidence la dimension intrinsèquement didactique du récit scripturaire, allant jusqu'à démontrer comment la structure narrative transcende la simple fonction dénotative pour devenir un vecteur de valeurs universelles.

Il s'agira d'analyser la manière dont l'économie du récit coranique — par ses jeux de temporalités et sa richesse symbolique — concourt à l'édification d'une éthique de la responsabilité, à la promotion d'une justice sociale holistique et à l'ancrage du cheminement spirituel au cœur de l'existence phénoménologique du sujet. En interrogeant la finalité téléologique des récits prophétiques et paraboliques, cette recherche souligne la pertinence d'une pédagogie narrative capable de transmuer des concepts métaphysiques complexes en enseignements intelligibles et pérennes, favorisant ainsi une maturation intégrale de l'apprenant.

L'analyse souligne également la pertinence de ces récits dans les contextes éducatifs modernes, notamment en tant qu'outils favorisant l'apprentissage par l'exemple, la réflexion éthique et le dialogue interculturel. Ainsi, les histoires coraniques apparaissent non seulement comme un patrimoine spirituel, mais aussi comme un exemple pédagogique puissant contribuant à la formation intégrale de l'individu, tant sur le plan éthique que spirituel.

Mots-clés: Coran, Histoires, Pédagogie, Prophètes, Enseignement moral, Éducation islamique

Stories in the Qur'an: A Pedagogical Means for Drawing Lessons

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Abstract

The stories recounted in the Quran are a fundamental educational tool, used repeatedly to convey spiritual, moral, and social teachings with universal relevance. Far from being mere historical or illustrative narratives, the stories in the Quran are part of a deliberate educational strategy aimed at awakening the consciousness of believers, stimulating their critical thinking, and guiding their individual and collective behavior. These stories, which encompass the lives of the prophets, the experiences of past communities, and emblematic episodes in human history, provide a structured narrative framework that allows for identification, introspection, and the appropriation of lasting ethical values.

At the intersection of textual criticism and contemporary approaches to educational science, this study proposes a rigorous hermeneutic investigation of the Quranic text. The aim is to highlight the intrinsically didactic dimension of the scriptural narrative, going so far as to demonstrate how the narrative structure transcends its simple denotative function to become a vehicle for universal values.

The aim is to analyze how the economy of the Quranic narrative—through its interplay of temporalities and symbolic richness—contributes to the development of an ethic of responsibility, the promotion of holistic social justice, and the anchoring of spiritual development at the heart of the subject's phenomenological existence. By questioning the teleological purpose of prophetic and parabolic narratives, this research highlights the relevance of a narrative pedagogy capable of transforming complex metaphysical concepts into intelligible and lasting teachings, thus promoting the integral maturation of the learner.

The analysis also highlights the relevance of these narratives in modern educational contexts, particularly as tools that promote learning by example, ethical reflection, and intercultural dialogue. At the end, the stories of the Quran appear not only as a spiritual heritage, but also as a powerful pedagogical example contributing to the integral formation of the individual, both ethically and spiritually.

Keywords : Qur'an – Stories – Pedagogy – Prophets – Moral teaching – Islamic education

القصص في القرآن الكريم: وسيلة بيداغوجية لاستخلاص العِبَر

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الملخص

تشكل القصص الواردة في القرآن أداة تعليمية أساسية، تُستخدم بشكل متكرر لنقل تعاليم روحية وأخلاقية واجتماعية ذات نطاق عالمي. وبعيدًا عن كونها مجرد سرد تاريخي أو توضيحي، فإن القصص القرآنية تندرج في إطار استراتيجية تعليمية مدروسة تهدف إلى إيقاظ وعي المؤمن، وتحفيز تفكيره النقدي، وتوجيه سلوكه الفردي والجماعي. تشمل هذه القصص حياة الأنبياء وتجارب المجتمعات السابقة والحوادث البارزة في تاريخ البشرية، وتوفر إطارًا سرديًا منظمًا يتيح التعرف على القيم الأخلاقية المستدامة والتأمل فيها وتبنيها.

تندرج هذه الدراسة في إطار التقاء النقد النصي والمناهج المعاصرة في علوم التربية، وتقترح إجراء تحقيق تأويلي دقيق للنص القرآني. والهدف من ذلك هو إبراز البعد التعليمي الجوهري للسرد الكتابي، وصولاً إلى إثبات كيفية تجاوز البنية السردية لوظيفتها الدلالية البسيطة لتصبح ناقلة للقيم العالمية.

سيتم تحليل الكيفية التي تساهم بها اقتصاديات السرد القرآني — من خلال تلاعبها بالزمن وغناها الرمزي — في بناء أخلاقيات المسؤولية، وتعزيز العدالة الاجتماعية الشاملة، وترسيخ المسار الروحي في صميم الوجود الظاهري للفرد. من خلال استجواب الغاية الغائية للروايات النبوية والرمزية، يسلط هذا البحث الضوء على أهمية التربية السردية القادرة على تحويل المفاهيم الميتافيزيقية المعقدة إلى تعاليم مفهومة ودائمة، مما يساهم في نضوج المتعلم بشكل كامل.

كما يسلط التحليل الضوء على أهمية هذه القصص في السياقات التعليمية الحديثة، لا سيما كأدوات تشجع التعلم بالقدوة والتفكير الأخلاقي والحوار بين الثقافات. وبالتالي، تظهر قصص القرآن الكريم ليس فقط كإرث روحي، بل أيضاً كمثال تربوي قوي يساهم في التنشئة الشاملة للفرد، سواء على الصعيد الأخلاقي أو الروحي.

الكلمات المفتاحية: القرآن – قصص – التربية – الأنبياء – التعليم الأخلاقي – التربية الإسلامية

تطوير مناهج التربية البدنية وفق نظرية الذكاءات المتعددة: تصور مقترح

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الملخص

يهدف هذا البحث إلى تقويم منهج التربية البدنية للمرحلة المتوسطة في المملكة العربية السعودية في ضوء نظرية الذكاءات المتعددة، والكشف عن مدى تمثّل أنماط الذكاء المختلفة داخل محتوى المقرر، إضافة إلى تقديم تصور مقترح لتطوير المنهج بما ينسجم مع متطلبات التعليم الحديث. اعتمدت الدراسة المنهج الوصفي التحليلي من خلال تحليل محتوى كتاب التربية البدنية الذي يضم عشر وحدات دراسية.

أظهرت النتائج أن المنهج يُعطي تمثيلاً مرتفعًا لكل من الذكاء الجسمي–الحركي والذكاء البصري–المكاني، بينما جاء تمثيل الذكاء اللغوي، والمنطقي–الرياضي، والموسيقي–الإيقاعي، والاجتماعي، والذاتي، والطبيعي منخفضًا بشكل ملحوظ. وهذا يدل على أن المحتوى يركّز بشكل أساسي على الأداء المهاري والحركي البحت، في حين لا يوفّر فرصًا كافية لتنمية الجوانب المعرفية والوجدانية والاجتماعية التي تُعد جزءًا أساسيًا من الذكاءات المتعددة لدى الطلاب.

وبناءً على ذلك، يقترح البحث نموذجًا مطوّرًا لمحتوى منهج التربية البدنية يرتكز على تنويع الاستراتيجيات التدريسية، ومراعاة الفروق الفردية، وتعزيز التعلم التعاوني، وتفعيل الذكاءات المتعددة داخل الدرس، إضافة إلى إدماج الوسائل التكنولوجية الحديثة في عرض المهارات الحركية. كما يؤكد النموذج المقترح على ضرورة إعادة صياغة الأهداف، والخبرات التعليمية، وطرائق التدريس، وأدوات التقويم بحيث تعمل بشكل متكامل على تنمية مختلف أنماط الذكاء لدى الطلاب.

وتشير النتائج إلى أهمية الانتقال من منهج يركز على الجانب الحركي فقط إلى منهج شامل يستثمر قدرات الطالب المتنوعة، ويعزز التفكير، والإبداع، والوعي الاجتماعي، وتقدير الذات، والتفاعل مع البيئة. ويوضح البحث أن تطبيق نظرية الذكاءات المتعددة في التربية البدنية يمكن أن يسهم في تحسين الدافعية نحو التعلم، وزيادة التفاعل داخل الصف، ورفع مستوى الأداء البدني والمعرفي لدى الطلاب. وبذلك يشكّل هذا البحث خطوة مهمة نحو تطوير المناهج بما ينسجم مع الاتجاهات التربوية المعاصرة.

الكلمات المفتاحية: تصور مقترح، تطوير، التربية البدنية، منهج، الذكاءات المتعددة.

Developing Physical Education Curricula According to Multiple Intelligences Theory: A Proposed Framework

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Abstract

The purpose of this study is to evaluate the extent to which the Saudi Arabian middle-school physical education curriculum reflects the principles of Multiple Intelligences Theory and to propose a curriculum framework grounded in contemporary educational needs. A descriptive-analytical method based on content analysis was employed, examining the ten instructional units included in the official physical education textbook.

Findings reveal that the curriculum predominantly supports bodily-kinesthetic and visual-spatial intelligences, while linguistic, logical-mathematical, musical-rhythmic, interpersonal, intrapersonal, and naturalistic intelligences are considerably underrepresented. This imbalance indicates that the curriculum is heavily oriented toward motor skills and visual performance, offering limited opportunities for students to engage in other forms of intelligence that contribute to holistic development.

Drawing on theoretical foundations and previous research, the study proposes an enhanced curriculum model emphasizing diversified instructional strategies, recognition of individual differences, experiential learning opportunities, cooperative activities, and technology-supported teaching tools. The proposed framework restructures learning objectives, educational experiences, instructional approaches, and assessment criteria to actively incorporate all intelligence domains into physical education lessons.

The study concludes that physical education curricula should move beyond a narrow focus on physical performance and instead integrate cognitive, emotional, social, and creative dimensions of learning. A curriculum informed by Multiple Intelligences Theory provides a more inclusive and balanced educational experience, enabling learners to develop physical competence alongside problem-solving abilities, creativity, social interaction skills, self-awareness, and environmental understanding. Such an approach not only enhances students' engagement and motivation but also contributes to their broader personal and academic growth.

Keywords: Proposed Framework, Development, Physical Education, Curriculum, Multiple Intelligences

التربية الرقمية الذاتية في سياق تفعيل نمط التعليم بالتناوب: أثرها على تحصيل التعلمات

وضيحة الجملي

طالبة باحثة بسلك الدكتوراه

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الملخص

يشهد النظام التربوي المعاصر تحولات جذرية بفعل الانتقال نحو التعليم المدمج واعتماد نمط التعليم بالتناوب كخيار استراتيجي لضمان استمرارية العملية التعليمية. هذه التحولات تفرض على المتعلمين تطوير مهارات التعلم الذاتي المنظم (Self-Regulated Learning – SRL) واكتساب كفايات رقمية تمكّنهم من التكيف مع بيئات تعلم مرنة ومتغيرة. في هذا السياق، تتناول هذه الدراسة موضوع التربية الرقمية الذاتية باعتبارها تطبيقا لمهارات (SRL) في البيئة الرقمية، ومدخلا أساسيا لتعزيز استقلالية المتعلم ودافعيته.

وتقوم الدراسة على استقصاء أثر هذه التربية الرقمية الذاتية في تحسين تحصيل التعلمات لدى المتعلمين في سياق التعليم بالتناوب. وتتمثل الإشكالية الرئيسة للبحث في السؤال التالي: ما مدى فعالية برنامج التربية الرقمية الذاتية في تحسين جودة تحصيل التعلمات لدى المتعلمين ضمن بيئات التعليم بالتناوب؟

للإجابة عن هذا السؤال، اعتمدت الدراسة مقاربة منهجية شبه تجريبية، حيث تم اقتراح برنامج تدخلي قائم على تنمية مهارات التعلم الذاتي المنظم المدعوم رقميا (تنظيم الوقت، البحث عن الموارد الرقمية، التقويم الذاتي). تم تطبيق البرنامج على عينة من الطلبة بلغت (90) طالباً وطالبة، مع إجراء اختبارات قبلية وبعدية وعمليات تتبع ميداني لقياس أثره على مستوى التحصيل. وأظهرت النتائج وجود أثر ذو دلالة إحصائية للتربية الرقمية الذاتية على تحصيل المجموعة التجريبية، وبناء على نتائج الدراسة توصي الدراسة بعملية دمج التربية الرقمية الذاتية ضمن المناهج الرسمية وتوفير بيئات تعلم مرنة وموارد رقمية عالية الجودة.

الكلمات المفاتيح: التربية الرقمية الذاتية – التعلم الذاتي المنظم (SRL) – التعليم بالتناوب – التحصيل الدراسي – التحول الرقمي.

Digital Self-Education in the Context of Alternating Education Mode: Its Impact on Learning Achievement

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Abstract

The contemporary educational system is undergoing radical transformations driven by the shift towards blended learning and the adoption of the Alternating Education model as a strategic option to ensure the continuity of the educational process. These shifts necessitate that learners develop Self-Regulated Learning (SRL) skills and acquire digital competencies to adapt to flexible and changing learning environments. In this context, this study addresses Digital Self-Education as an application of SRL skills in a digital environment, serving as a fundamental approach to foster learner autonomy and motivation.

The study aims to investigate the impact of this digital self-education on improving learning achievement among learners within the context of the alternating education mode. The main research problem is encapsulated in the following question: To what extent does the implementation of digital self-education contribute to enhancing the quality of learning achievement within the alternating education mode?

To answer this question, the research adopted a quasi-experimental methodology, proposing an intervention program based on developing digitally supported self-regulated learning skills (time management, digital resource searching, self-assessment). The program was applied to a sample of students, accompanied by pre- and post-tests and field follow-up to measure its effect on achievement levels. The anticipated findings will offer practical recommendations for integrating digital self-education into formal curricula and providing flexible learning environments and high-quality digital resources.

Keywords: Digital Self-Education, Self-Regulated Learning (SRL), Alternating Education, Academic Achievement, Digital Transformation.

التواصل التربوي وأهميته في تعليم اللغات وتعلمها

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الملخص

التدريس عملية تهدف إلى تربية المتعلّم وتعليميه، هذه العملية تتضمن مجموعة من الأفعال التواصلية من أهمها التواصل التربوي الذي يعدّ من أهم الكفايات اللازمة التي ينبغي أن تتوفر في المدرس لإنجاح مهامه التربوية والتعليمية.

فعملية التواصل التربوي تهدف إلى تفعيل الحوار وتنشيط الدرس من خلال وضعيات تعليمية، وهو يعتبر من أول الأولويات التي تساهم بشكل كبير في تجويد العرض التربوي وإنجاح تعليم وتعلّم اللغات خاصة اللغة العربية التي أضحت تعرف تراجعا كبيرا في منظومتنا التعليمية بسبب عدّة عوامل، ففشل المنظومة التربوية في تحقيق الأهداف والغايات الكبرى، ولا يرجع هذا الفشل إلى السياسات التعليمية أو المناهج الدراسية وحدها، بقدر ما يكون ناتجا عن غياب التواصل التربوي الفعال والايجابي.

فالتواصل التربوي هو علاقة تواصلية بين المدرس وتلاميذه، وبين التلاميذ أنفسهم، يتضمن نمط الإرسال اللفظي وغير اللفظي، تتجلى وظائفه في التبادل والتبليغ والتأثير، ومن شروط نجاحه: المناخ المناسب، التفاعل الإيجابي، التغذية الراجعة، والعلاقة التواصلية الفعالة، أما عناصره فهي: المدرّس، المتعلّم، المحتوي التواصلي، الوسيلة والأهداف.

تتفاعل كل هذه العناصر والوظائف، فتساهم في خلق تواصل تربوي فعّال يحقق تحصيلا دراسيا إيجابيا في مقدّمته تحسين جودة تعليم اللغات وتعلمها. ولتحقيق هذه الأهداف لابدّ من توفير ما يلي:

✓ إعداد مناهج تدريس اللغات بجدّية وموضوعية؛
✓ الاهتمام بتكوين المدرسين تكوينا جدّيا؛
✓ تجنب السلوك العدائي والممارسات العنيفة؛
✓ توفير بنية تحتية مناسبة ومعدّات ديداكتيكية حديثة.

الكلمات المفتاحية: - التواصل التربوي – التأثير – التفاعل – التحصيل.

Educational Communication and its Importance in Language Teaching and Learning

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Abstract

Teaching is a process aimed at educating and instructing learners. This process involves a set of communicative actions, including educational communication, which is one of the most important competencies that a teacher should possess in order to succeed in their educational and instructional tasks.

The process of educational communication aims to activate dialogue and stimulate the lesson through educational situations. It is considered one of the top priorities that contribute significantly to improving the educational presentation and the success of language learning, especially Arabic, which has experienced a significant decline in our educational system due to several factors. The failure of the educational system to achieve its major goals and objectives is not always attributed to educational policies or curricula, but also to the absence of effective and positive educational communication.

Educational communication is a communicative relationship between the teacher and their students, and among the students themselves. It includes both verbal and non-verbal communication styles and its functions manifest in exchange, communication, and influence. The conditions for its success include a suitable climate, positive interaction, feedback, and effective communicative relationships. Its elements include the teacher, the learner, the communicative content, the medium, and the objectives.

All of these elements and functions interact to create effective educational communication that achieves positive academic outcomes, particularly in improving the quality of language education and learning. To achieve these goals, the following must be provided:

- The development of language teaching curricula with seriousness and objectivity.

- Attention to the serious training of teachers.

- Avoidance of hostile behavior and violent practices.

- The provision of suitable infrastructure and modern didactic equipment.

Keywords: educational communication, influence, interaction, academic achievement.

تطبيق تكنولوجيا التعليم في تدريس العلوم: الكيمياء - الفيزياء نموذجاً

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الملخص

فرضت الثورة التكنولوجية نفسها، اليوم، على حياتنا، وفي المجالات جميعها. ولم يعد بمقدور أحد أن ينفيها أو يشتغل ويزاول أموره الخاصة والعامة بمعزل عنها.

وإذا كانت السوسيولوجيا النقدية تسعى إلى دراسة التحولات الطارئة التي أحدثتها هذه التكنولوجيا، إيجاباً وسلباً، على الإنسان والمجتمعات والسلوك وغيرها، فإن توظيف منجزاتها أصبح حاجة وضرورة، وليس ترفاً نقبله أو نرفضه... من هنا استفادت مجالات الحياة من مخرجات التطور التكنولوجي الذي قدم، وما فتيء يقدم، إنجازات أحدثت تغييراً مطرداً.

ولم يخرج مجال التعليم، (ولا يمكنه ذلك)، عن الاستفادة من هذه التكنولوجيا وتوظيف آلياتها من أجل إحداث إصلاح يفرض نفسه يوماً بعد يوم.

من هنا تبدو أهمية تناول موضوع "تكنولوجيا التعليم في تدريس العلوم"؛ حيث يهدف بحثنا إلى التعرف على إمكانية توظيف التقنيات الحديثة لتكنولوجيا التعليم في تدريس العلوم (علوم الكيمياء والفيزياء نموذجا) في المدارس الثانوية المغربية.

أما الإشكالية المؤطرة للبحث فنصوغها وفق التساؤل التالي: ما هي أهم تحديات تطبيق تكنولوجيا التعليم في تدريس العلوم (الكيمياء والفيزياء نموذجاً)؟، وكيف يمكن تحديها وتجاوزها؟.

وللاشتغال على الموضوع اخترنا المنهج الوصفي التحليلي، الذي ينسجم مع طبيعته؛ من خلال تتبع القضايا المرتبطة به وإجراء بحث على عينة ذات العلاقة به وبأهدافه، مستعينين بأداة الاستبانة باعتبارها أداة ستفيدنا في رصد إجابات الأسئلة المطروحة على الأساتذة، ومن تم تحليلها ومناقشتها والخلوص إلى نتائج علمية معتبرة.

وقد توصل البحث إلى نتائج تؤكد ضرورة تجاوز العوائق التالية: ضعف توافر تقنيات تكنولوجيا التعليم في المدارس، ونقص استعمال تقنيات تكنولوجيا التعليم في التدريس، وانخفاض مستوى مهارة المدرسين في استعمال تكنولوجيا التعليم. بالإضافة إلى ارتفاع المعوقات التي تحول دون استعمال تقنيات تكنولوجيا التعليم في التدريس.

كما يوصي البحث بضرورة توفير تقنيات تكنولوجيا التعليم في كافة المدارس، والقيام بإعداد دورات تدريبية للمدرسين قصد مواكبة التطور العلمي والتسارع المعرفي بما يسهم في توظيف تكنولوجيا التعليم في عملية التدريس بنحو فعال. يضاف إلى ذلك إعداد كراسات تتضمن أحدث تقنيات التعليم وإمكانية استعمالها في التدريس وإعداد دورات تدريبية للمدرسين بكيفية اعتماد التعليم الإلكتروني والإفادة من مواقع التواصل الاجتماعي مع المتعلمين.

الكلمات المفتاحية: تكنولوجيا التعليم، مدرسة، استراتيجيات التدريس، تدريس العلوم.

Applying Educational Technology in Science Teaching: Chemistry and Physics as Case Studies

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Abstract

The technological revolution has imposed itself on our lives today, in all fields. No one can deny its impact or conduct their private and public affairs in isolation from it.

While critical sociology seeks to study the transformations brought about by this technology, both positive and negative, on individuals, societies, behavior, and other aspects, utilizing its achievements has become a necessity, not a luxury to be accepted or rejected. Thus, all areas of life have benefited from the outputs of technological development, which has delivered, and continues to deliver, achievements that have brought about continuous change.

The field of education has not been, and cannot be, excluded from benefiting from this technology and employing its mechanisms to bring about reforms that are becoming increasingly necessary.

This highlights the importance of addressing the topic of "Educational Technology in Science Teaching." Our research aims to explore the possibility of employing modern educational technologies in teaching science (chemistry and physics as examples) in Moroccan secondary schools. The research problem can be formulated as follows: What are the most significant challenges to implementing educational technology in science teaching (chemistry and physics as examples)? And how can these challenges be addressed and overcome?

To address this topic, we adopted a descriptive-analytical approach, which aligns with its nature. This involved examining related issues and conducting research on a sample relevant to the topic and its objectives, utilizing a questionnaire as a tool.

The research yielded results confirming the necessity of overcoming the following obstacles: the limited availability of educational technology in schools, the insufficient use of educational technology in teaching, and the low level of teachers' skills in using educational technology. Furthermore, the research highlighted the numerous obstacles preventing the use of educational technology in teaching.

The research also recommends providing educational technology in all schools and conducting training courses for teachers to keep pace with scientific advancements and the rapid pace of knowledge acquisition, thereby contributing to the effective integration of educational technology in the teaching process. Additionally, it recommends preparing booklets containing information on the latest educational technologies and their applications in teaching, as well as providing training courses for teachers on how to adopt e-learning and utilize social media platforms with learners.

Keywords: Educational technology, school, teaching strategies, science teaching.

الخصائص السيكومترية لمقياس اللباقة الانفعالية لدى ذوي صعوبات التعلم الاجتماعية الانفعالية في المرحلة الثانوية بمحافظة بورسعيد في جمهورية مصر العربية

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ملخص الدراسة:

تهدف الدراسة الحالية إلى التحقق من الخصائص السيكومترية (الصدق، الثبات، الاتساق الداخلي) لمقياس اللباقة الانفعالية لدى ذوي صعوبات التعلم الاجتماعية الانفعالية في المرحلة الثانوية، والتبين من متوسطات درجات ذوي صعوبات التعلم الاجتماعية الانفعالية في المرحلة الثانوية على مقياس اللباقة الانفعالية والذي يعزى إلى متغير (النوع، التخصص، المستوى الدراسي)، وتم التطبيق على عينة قوامها (165) طالب وطالبة بالمرحلة الثانوية، بمتوسط عمر زمني قدره (16.4)، وانحراف معياري (0.62))، بإدارة التربية والتعليم بمحافظة بورسعيد.

وتم استخدام أدوات الدراسة والتي تتمثل في: اختبار كاتل للعامل العام – المقياس الثالث الصورة (ب) تعريب وتقنين أبو حطب وصادق وعبد العزيز (2004)، اختبار الفرز العصبي السريع ترجمة كامل (2008)، مقياس مايكل بست للتعرف على الطلبة ذوي صعوبات التعلم (2017)، مقاييس التقدير التشخيصية لصعوبات التعلم إعداد الزيات (2015)، ومقياس اللباقة الانفعالية (إعداد الباحثة).

وقد أسفرت الدراسة الحالية عن النتائج الدراسة التالية:

التحقق من الخصائص السيكومترية للمقياس، حيث اتضح ارتفاع قيم الصدق باستخدام التحليل العاملي التوكيدي ومعاملات الاتساق الداخلي، بينما أشار معامل الثبات بطريقتي ألفا كرونباخ والتجزئة النصفية إلى قيم مرتفعة، كما تشير جميع الاجراءات السابقة إلى تمتع المقياس بدرجة مرتفعة من الخصائص السيكومترية (الصدق، الثبات، الاتساق الداخلي)، وبالتالي قدرته على قياس مؤشرات اللباقة الانفعالية لدى ذوي صعوبات التعلم الاجتماعية الانفعالية بالمرحلة الثانوية، وعدم وجود فروق دالة احصائيا بين متوسطي درجات ذوي صعوبات التعلم في المرحلة الثانوية على مقياس اللباقة الانفعالية وأبعاده الفرعية تعزى لاختلاف (النوع، التخصص، المستوى الدراسي).

الكلمات المفتاحية: الخصائص السيكومترية- صعوبات التعلم الاجتماعية الانفعالية- اللباقة الانفعالية.

The Psychometric Properties of the Emotional Tactfulness Scale Among Students with Social–Emotional Learning Difficulties at the Secondary Stage in Port Said Governorate, Arab Republic of Egypt

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Abstract

The current study aims to verify the psychometric properties (validity, reliability, internal consistency) of the emotional agility scale for people with social-emotional learning difficulties in secondary school, and to identify the average scores of people with social-emotional learning difficulties in secondary school on the emotional agility scale, which is attributed to the variable (gender, specialization, academic level), and it was applied to a sample of (165) male and female students in secondary school, with an average age of (16.4) and a standard deviation of (0.62), in the Education Department of Port Said Governorate.

The study tools used were: Cattell General Factor Test - Scale 3, Form (B), Arabization and standardization of Abu Hatab, Sadiq, and Abdul Aziz (2004), Rapid Neurocognitive Screening Test, Kamel translation (2008), Michael Best Scale for Identifying Students with Learning Difficulties (2017), Diagnostic Rating Scales for Learning Difficulties prepared by Al-Zayat (2015), and Emotional Agility Scale (prepared by the researcher).

The current study yielded the following results:

Verification of the scale's psychometric properties revealed high validity values using confirmatory factor analysis and internal consistency coefficients, while the reliability coefficient using Cronbach's alpha and split-half methods indicated high values. All of the previous procedures also indicate that the scale possesses a high degree of psychometric properties (validity, reliability, internal consistency), and thus its ability to measure indicators of emotional tact among those with social-emotional learning difficulties in secondary school. There were no statistically significant differences between the average scores of those with learning difficulties in secondary school on the emotional tact scale and its sub-dimensions, attributable to differences in gender, specialization, and educational level.

Keywords: Psychometric properties- Social-Emotional Learning Difficulties - Emotional Agility.

Türkçe Eğitimi Alanında Öğrenim Gören Lisansüstü Öğrencilerin Bilimin Doğası Hakkındaki Görüşleri

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Özet

Bu çalışmanın amacı, Türkçe eğitimi alanında lisansüstü düzeyde eğitim gören öğrencilerin bilimin doğasına yönelik görüşlerini ortaya koymaktır. Çalışma, katılımcıların bilim, bilimsel bilgi, bilimsel bilgi üretim süreçleri, bilim insanlarının çalışmaları, deney, gözlem ve teori gibi bilimin doğasıyla ilgili temel kavramların öğrenciler tarafından nasıl algılandığını ve bu kavramlara yönelik anlayışlarını ortaya koymayı hedeflemektedir. Veriler, açık uçlu sorulardan oluşan anket ve görüşmeler yoluyla toplanmış, elde edilen bulgular betimsel analiz yöntemi kullanılarak çözümlenmiştir. Analiz sonucunda, lisansüstü öğrencilerin bilimin doğasına yönelik algılarında çeşitli temel eksiklikler ve yanlış kavramlaştırmalar olduğu görülmüştür. Bu eksiklikler, özellikle bilimin doğasının temel unsurlarına dair yüzeysel ya da yanlış bir anlayıştan kaynaklanmaktadır. Çalışma, Türkçe eğitimi programlarında bilimin doğasını anlamaya ve öğretmeye yönelik daha kapsamlı ve teorik açıdan güçlü içeriklerin ders müfredatına eklenmesinin gerekliliğine işaret etmektedir. Bu tür bir yaklaşımın, öğretmen adaylarının bilimin doğasına ilişkin daha bütüncül ve doğru bir anlayış geliştirmelerine katkı sağlayacağı düşünülmektedir.

Anahtar Kelimeler: Bilim, Bilimin doğası, Türkçe eğitimi, lisansüstü öğrenciler.

Graduate Students' Views on The Nature of Science in The Field of Turkish Language Education

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Abstract

The purpose of this study is to examine the views of graduate students enrolled in Turkish language education programs regarding the nature of science. The study aims to explore how participants perceive and conceptualize fundamental concepts related to the nature of science, including science, scientific knowledge, processes of scientific knowledge production, scientists' work, experimentation, observation, and theory. Data were collected through open-ended questionnaires and interviews, and the findings were analyzed using descriptive analysis. The results reveal that graduate students have several fundamental deficiencies and misconceptions concerning the nature of science. These deficiencies primarily arise from a superficial or inaccurate understanding of the core components of the nature of science. The study underscores the need to incorporate more comprehensive and theoretically grounded content related to the understanding and teaching of the nature of science into Turkish language education curricula. Such an approach is expected to contribute to the development of a more holistic and accurate understanding of the nature of science among prospective teachers.

Keywords: Science, nature of science, Turkish language education, graduate students.

Çocuklar Artık Böyle Okuyor: Bütünleşik Metinler ve Yeni Okuma Gerçekliği

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Özet

Bu çalışma, çocuk edebiyatında 2020 sonrası ortaya çıkan yeni bir okuma ve metin üretim biçimi olarak "bütünleşik metin" olgusunu kuramsal ve betimsel açıdan incelemektedir. Literatür taraması ve yazar görüşmelerine dayanan araştırma, hem yeni çocuk kitabı üretimindeki dönüşümü hem de günümüz okurlarının dijitalleşme ile değişen okuma alışkanlıklarını anlamayı amaçlamaktadır. Çalışmada multimodalite kuramı, etkileşimli dijital anlatı yaklaşımları ve okur tepkisi kuramı temel kavramsal çerçeve olarak kullanılmış; metin-görsel ilişkisinin yapısal dönüşümü ve okurun etkinleşen konumu ayrıntılı biçimde tartışılmıştır.

Bulgular, bütünleşik metinlerin yalnızca görsel açıdan zenginleşmiş çocuk kitapları olmadığını; aksine anlam üretiminde metin, görsel, tipografi, boşluk, renk ve dijital deneyim unsurlarının eşit derecede rol aldığı çok katmanlı anlatılar olduğunu göstermektedir. Bu tür metinlerde okur edilgen bir alıcı olmaktan çıkarak anlamı birlikte kuran katılımcı bir özneye dönüşmektedir. Çalışma özellikle Mert Arık gibi yeni nesil yazarların çocuk edebiyatında yarattığı okuma kültürü değişimini irdelemekte; dijital platformlar, sosyal medya ve multimodal içeriklerin okuma pratiklerini yeniden şekillendirdiğini ortaya koymaktadır.

Sonuç olarak araştırma, bütünleşik metinlerin Türk çocuk edebiyatında yükselen bir fenomen olduğunu, klasik nitelikli kitap/yazar anlayışının sınırlarını esnettiğini ve okuma kültürünün geleceğini belirleyecek önemli bir dönüşüm alanı sunduğunu göstermektedir. Bu yeni anlatı biçimlerinin hem okur davranışları hem de akademik literatür üzerinde etkili olduğu; çocuk okurun anlam kurma süreçlerini kişisel, sosyal ve kültürel bağlamlarıyla birleştirerek yeniden biçimlendirdiği sonucuna ulaşılmıştır.

Anahtar kelime: Bütünleşik metin, dijital okuma, okur-tepki kuramı, multimodalite

This is How Children Read Now: Integrated Texts and The New Reading Reality

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Abstract

This study examines the post-2020 emergence of "integrated texts" as a new narrative and reading phenomenon in contemporary children's literature. Drawing on an extensive literature review and interviews with prominent authors, the research aims to conceptualize this new textual form and explore its influence on reading culture within the context of digital transformation. Theoretical foundations include multimodality theory, interactive digital narrative studies, and Reader-Response Theory, offering a multi-layered framework to understand how meaning is collaboratively constructed through text, image, and visual-semantic elements.

Findings reveal that integrated texts are not merely visually enhanced picturebooks; rather, they represent complex narrative structures in which words, images, typography, spatial design, and digital affordances function together to produce meaning. In these works, the reader moves beyond a passive recipient role and becomes an active participant who interprets, combines, and reconstructs multiple layers of meaning. The study highlights the significant influence of new-generation authors, particularly Mert Arık, whose works reshape reading practices by merging literary, visual, and digital experiences. Social media, digital platforms, and multimodal storytelling are shown to contribute to a rapidly evolving reading ecosystem in which young readers engage with books more interactively and creatively.

The study concludes that integrated texts have become an emerging and influential phenomenon in Turkish children's literature, challenging traditional understandings of "quality literature" and transforming expectations of both readers and writers. These texts offer new pathways for reading culture by providing multisensory, participatory, and interpretative reading experiences. The findings underscore the need for revising existing academic frameworks to better understand this shift and emphasize that integrated texts will continue to shape future research, literary production, and the development of children's reading habits.

Keywords: Integrated text, digital reading, reader-response theory, multimodality

Artırılmış Gerçeklik Uygulamalarının Yabancı Öğrencilere Türkçe Sözcük Öğretiminde Akademik Başarıya Etkisi[1]

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[1] Bu bildiri, birinci yazarın ikinci yazar danışmanlığında hazırladığı yüksek lisans tezinden üretilmiştir.

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Özet

Bu çalışmanın amacı, Türkçe öğrenen yabancılar için A1 seviyesinde hazırlanan artırılmış gerçeklik destekli sözcük öğretiminin öğrencilerin akademik başarısına katkısını incelemektir. Bu amacı yerine getirmek ve A1 seviyesindeki etkinlikleri hazırlamak için Metaverse Studio olarak bilinen artırılmış gerçeklik uygulamasından yararlanılmıştır. Araştırmanın bağımsız değişkeni, artırılmış gerçeklik teknolojisi kullanılarak yapılan Türkçe öğretimiyken; araştırmanın bağımlı değişkeni, öğrencilerin akademik başarılarıdır. Araştırma sürecinde yarı deneysel desen kullanılmıştır. Araştırmanın çalışma grubunu, 2019-2020 eğitim öğretim yılında Gaziosmanpaşa Üniversitesi'ne bağlı Türkçe Öğretim Merkezinde Türkçe öğrenen 54 yabancı öğrenci oluşturmaktadır. Deney ve kontrol grubu olarak atanan sınıflar, çalışma grubu açısından eşit bir dağılım göstermektedir. Çalışmaya katılan yabancı öğrencilerin, 42'si erkek, 12'si kızdır. Araştırmanın devam ettiği dört hafta boyunca, deney grubu öğrencileri artırılmış gerçeklikle ders işlerken; kontrol grubu öğrencileri Yediiklim yayınlarına ait Yabancılara Türkçe Öğretim Seti'nden yararlanmıştır. Yabancı öğrencilerin A1 düzeyindeki bilgi birikimlerini ölçmek amacıyla 39 sorudan oluşan akademik başarı testi hazırlanmıştır. Hazırlanan akademik başarı testinin güvenilir bir ölçme aracı olup olmadığını tespit etmek amacıyla bu test deneysel işlemlerden önce TÖMER'de A1 seviyesinde 70 öğrenciye uygulanmıştır. Bu uygulamadan sonra yapılan analizler sonucunda akademik başarı testi 32 soru ile son şeklini almıştır. Başarı testi, deney ve kontrol grubu öğrencilerine ön test ve son test şeklinde uygulanmıştır. Araştırmadan elde edilen veriler, bağımsız örneklem t testi ve bağımlı örneklem t testi kullanılarak analiz edilmiştir. Araştırmanın sonunda artırılmış gerçeklik teknolojisi ile ders işleyen deney grubu öğrencilerinin akademik başarılarında anlamlı bir artışın olduğu tespit edilmiştir. Bu açıdan, araştırmanın, alanyazında yapılan AG destekli çalışmaların sonuçlarıyla uyumlu olduğu saptanmıştır. Artırılmış gerçeklik destekli öğretimin, ders kitabıyla yapılan öğretime göre daha etkili olduğu belirlenmiştir.

Anahtar Kelimeler: Akademik Başarı, Artırılmış Gerçeklik, Sözcük Öğretimi, Yabancılara Türkçe Öğretimi

The Effect of Augmented Reality Applications on Academic Achievement in Teaching Turkish Vocabulary to Foreign Students

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Abstract

The aim of this paper is to study the contribution of the augmented reality supported vocabulary teaching prepared at A1 level for the foreign students learning Turkish to academic achievement of students. The augmented reality application, known as Metaverse Studio, was employed in order to carry out this task and prepare the activities at A1 level. While the independent variable of the study is Turkish teaching practised by augmented reality, the independent variable of the study is the academic achievements of the students. Quasi experimenteal design was carried out during the study. The study group of the research is 54 foreign students learning Turkish in the classes of Turkish Language Teaching Research and Application Center in Gaziosmanpaşa University. The classes determined as experiment group and control group show an equal distribution in terms of study group. 42 students taking part in the study are male, while 12 students taking part in the study are female. During four weeks that the study continues, the students in the experimental group was taught with augmented reality whereas the students in control group used Turkish Teaching Set for Foreigners belonging to Yediiklim Publication. An academic achievement test consisting of 39 questions was prepared to test foreign students' knowledge at A1 level. This academic achievement test was practised 70 students having A1 level in TÖMER to understand whether it is a reliable testing tool or not. As a result of analyzes carried out after this practice, the academic achievement test took its final form with 32 questions. The achievement test was practised to experimental and control group students as pre-test and posttest. The data obtained from the study were analyzed by using independent sample t test and dependent sample t test. It was determined at the end of the study that the students in experimental group taught by augmented reality had a significant increase in their academic achievement. From this perspective, the study was found to be consistent with the results of AI-supported studies in the literature and was demonstrated that the teaching supported by augmented reality was more effective in comprasion with the teaching using course book.

Keywords: Academic Achievement, Augmented Reality, Vocabulary Teaching, Teaching Turkish to Foreigners.

Öğretmen Adaylarının Özel Gereksinimli Öğrencilerin Eğitimine Yönelik Öz-Yeterlik Algıları

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Özet

Kapsayıcı eğitimin önemine olan vurgunun artmasıyla birlikte özel gereksinimli öğrencilerin genel eğitim ortamlarına etkin bir şekilde dahil edilmesi gerekliliği eğitim politikalarının merkezinde yer alan bir konu haline gelmiştir. Bu süreçte öğretmenlerin sahip olduğu bilgi, beceri ve tutumlar, özel gereksinimli öğrencilerin akademik, sosyal ve duygusal gelişimlerini desteklemede kritik rol oynamaktadır. Bu anlamda öğretmen adaylarının özel gereksinimli öğrencilerle çalışırken ne derece kendilerini yeterli hissettikleri ve bu yeterlik algılarının hangi boyutlarda güçlenmeye ihtiyaç duyduğu konusu literatürde sıklıkla tartışılmaktadır. Bu bağlamda araştırma, öğretmen adaylarının özel gereksinimli öğrencilerin eğitimine yönelik öz-yeterlik düzeylerini belirlemeyi ve bu düzeylerin çeşitli demografik değişkenlere göre farklılaşıp farklılaşmadığını incelemeyi amaçlamaktadır. Araştırmada betimsel tarama modeli kullanılmıştır. Çalışma grubunu, 2023-2024 eğitim-öğretim yılında Türkiye'deki bir devlet üniversitesinin eğitim fakültesinde öğrenim gören 187 öğretmen adayı oluşturmaktadır. Veri toplama aracı olarak Ünal ve İlhan (2023) tarafından geliştirilen *"Özel Gereksinimli Bireylerin Eğitimine Yönelik Öğretmen Öz-Yeterlik Ölçeği"* kullanılmıştır. Verilerin analizinde betimsel analizler, Mann-Whitney U testi ve Kruskal-Wallis H testi uygulanmıştır. Analiz sonuçlarına göre, öğretmen adaylarının genel olarak orta-yüksek düzeyde öz-yeterlik algısına sahip oldukları (Ort. = 85.08/120) belirlenmiştir. En yüksek öz-yeterlik algısı *"iş birliği yapabilme"* ve *"farklı öğretim yöntemleri uygulayabilme"* maddelerinde, en düşük algı ise *"ders içeriklerini uyarlayabilme"* maddesinde gözlenmiştir. Cinsiyet, deneyim durumu, yaş, sınıf düzeyi ve çalışma isteği değişkenlerine göre öz-yeterlik puanları arasında anlamlı fark bulunmazken, bölüm değişkenine göre anlamlı farklılıklar tespit edilmiştir. Araştırma sonuçları, öğretmen yetiştirme programlarında özel gereksinimli öğrencilere yönelik uygulamalı eğitimlerin artırılması ve ders içeriklerini uyarlama konusunda ek destek sağlanması gerektiğini ortaya koymaktadır.

Anahtar Kelimeler: Öz-yeterlik, öğretmen adayları, özel gereksinimli öğrenciler, öğretmen eğitimi

Pre-Service Teachers' Self-Efficacy Perceptions Toward the Education of Students with Special Needs

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Abstract

As the emphasis on inclusive education grows, the necessity of effectively integrating students with special needs into general education environments has become central to educational policies. In this process, teachers' knowledge, skills, and attitudes play a critical role in supporting the academic, social, and emotional development of students with special needs. However, the extent to which pre-service teachers feel competent in working with such students, and in which dimensions their sense of efficacy needs strengthening, is frequently discussed in the literature. In this context, the present study aims to determine pre-service teachers' self-efficacy levels toward the education of students with special needs and to examine whether these levels differ according to various demographic variables. A descriptive survey model was employed in the research. The study group consisted of 187 pre-service teachers enrolled in the education faculty of a state university in Turkey during the 2023-2024 academic year. The "Teacher Self-Efficacy Scale for the Education of Individuals with Special Needs," developed by Ünal and İlhan (2023), was used as the data collection instrument. Descriptive statistics, Mann-Whitney U test, and Kruskal-Wallis H test were applied in data analysis. According to the results, pre-service teachers had moderate-to-high levels of self-efficacy perceptions. The highest self-efficacy perceptions were observed in *"collaboration"* and *"implementing diverse teaching methods"*, while the lowest was in *"adapting lesson content".* No significant differences were found in self-efficacy scores according to gender, experience status, age, grade level, and willingness to work, whereas significant differences were identified according to department. The research results reveal the need to increase hands-on training for students with special needs in teacher education programs and to provide additional support in adapting lesson content.

Keywords: Self-efficacy, pre-service teachers, students with special needs, teacher education

Öğretmenlere Göre Okullarda Karanlık Liderlik ve Yaratıcı Düşünme Becerileri

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Özet

Okullar, eğitim süreçlerinin yürütüldüğü yerler olmanın ötesinde, öğretmenlerin mesleki motivasyonlarını ve yenilikçi uygulamalara yaklaşımlarını şekillendiren örgütsel yapılar olarak önem taşımaktadır. Bu yapının en belirleyici unsurlarından biri, yöneticilerin sergilediği liderlik tarzıdır. Son yıllarda özellikle karanlık liderlik davranışlarının eğitim kurumlarındaki etkileri dikkat çekmektedir. Narsisizm, makyavelizm ve psikopati gibi olumsuz kişilik özelliklerine dayalı olan karanlık liderlik, öğretmenlerin psikolojik iyi oluşlarını zedeleyen ve örgütsel iklimi olumsuz etkileyen bir yaklaşım olarak tanımlanmaktadır. Literatürde bu tür liderlik anlayışlarının öğretmenlerin motivasyonlarını düşürdüğü, yaratıcı potansiyellerini baskıladığı ve yenilikçi düşünmeye açıklıklarını engellediği belirtilmektedir. Oysa yaratıcı düşünme becerileri; pedagojik yeniliklerin geliştirilmesi, problem çözme süreçlerinin zenginleştirilmesi ve öğrenci merkezli öğrenme ortamlarının tasarlanması açısından kritik bir öneme sahiptir. Bu çalışmada, karanlık liderlik davranışlarının öğretmenlerin yaratıcı düşünme becerileri üzerindeki etkileri kuramsal düzeyde ele alınmaktadır. Sonuç olarak, eğitim kurumlarında sağlıklı bir örgütsel iklimin tesis edilebilmesi için etik liderliğin önemi vurgulanmakta ve gelecekte yapılacak ampirik araştırmalara teorik bir temel sunulmaktadır. Araştırmanın çalışma grubu 2024-2025 eğitim-öğretim yılında okul öncesi, ilkokul, ortaokul ve lise kademelerinde halen görev yapan öğretmenlerden oluşmaktadır. Araştırmada veri toplamak amacıyla çeşitli anketler kullanılmıştır. Çalışma verilerinin değerlendirilmesinde yüzde, frekans, ortalama ve standart sapma analizleri kullanılmıştır. Çalışmadan elde edilen bulgular da dikkate alınarak gelecek araştırmalar ve sahadaki eğitimcilere dair çeşitli öneriler sunulmuştur.

Anahtar Kelimeler: Karanlık Liderlik, Yaratıcı Düşünme, Öğretmen Algısı, Okul Yönetimi

Dark Leadership in Schools and Teachers' Creative Thinking Skills

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Abstract

Schools are not only institutions where educational processes are carried out but also organizational structures that shape teachers' professional motivation and their approaches to innovative practices. One of the most influential components of this structure is the leadership style exhibited by school administrators. In recent years, the impact of dark leadership behaviors in educational settings has attracted increasing attention. Dark leadership—characterized by negative personality traits such as narcissism, Machiavellianism, and psychopathy—is defined as a leadership approach that undermines teachers' psychological well-being and negatively affects the organizational climate. The literature indicates that such leadership styles reduce teachers' motivation, suppress their creative potential, and hinder their openness to innovative thinking.

Yet creative thinking skills play a critical role in developing pedagogical innovations, enriching problem-solving processes, and designing student-centered learning environments. This study theoretically examines the effects of dark leadership behaviors on teachers' creative thinking skills. The findings underline the importance of ethical leadership for establishing a healthy organizational climate in educational institutions and offer a theoretical foundation for future empirical research in this field.

The study group consists of teachers working in preschool, primary, lower secondary, and upper secondary education during the 2024–2025 academic year. Various questionnaires were used as data collection tools. Percentage, frequency, mean, and standard deviation analyses were employed in evaluating the study data. Considering the findings obtained from the research, several recommendations are presented for both future studies and practitioners in the field of education.

Keywords: Dark Leadership, Creative Thinking, Teacher Perception, School Administration

Öğretmenlerin Profesyonellik ve Özerklik Düzeylerinin İncelenmesi

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Özet

Öğretmenler, meslek hayatlarında okulda ya da dışarıda sergiledikleri tutumlar ile eğitim süreçlerine olumlu veya olumsuz katkı yapmaktadır. Teknolojik gelişmeler hızla ilerlerken, eğitimcilerin sorumlulukları ve görev tanımları da güncellenen yöntemler doğrultusunda değişmektedir. Eğitime dair kararlar alırken ya da bu kararların uygulamaya konulması sırasında öğretmenlerin özgün düşüncelerini dile getirebilmeleri ve tüm paydaşların bu süreçlere katılım sağlaması büyük önem taşımaktadır. Özerklik genel olarak, belli amaçlar için belirlenen çerçevede gerekli adımları atabilmesi olarak tanımlamıştır. Öğretmenlerin eğitimle en alakalı kişiler olduğu için gerekli kararları kendileri alarak kontrol edebilmesini savunur. Öğretmenlerin özerkliğinin genişlemesi ve uygulamaların başlaması, okul ve ilgili politikalara etkin katılım sağlama anlamına gelir. Öğretmen özerkliği bağımsız hareket yeteneği kazandırsa da zamanla izole olma ve yalnız hareket etme anlamında kullanılan bir kavrama dönüşür. Bu bağlamda, öğretmen özerkliği; yalnız başına hareket etme ya da tamamen bağımsızlık anlamına değil, meslektaşları, yöneticiler ve öğrencilerle birlikte karar alma süreçlerine katılım anlamına gelmektedir. Böylece, öğretmenler profesyonel ve sorumluluk taşıyan bireyler olarak, eğitim politikaları ve uygulamalarında hem yetkili hem de sorumlu bir konumda bulunurlar. Bu bağlamda, öğretmen özerkliği; eğitim uygulamaları, politikalar, reformlar ve girişimlerde söz sahibi olma, karar alma süreçlerine aktif katılım gibi geniş sorumluluk alanlarına işaret eder. Eğitim öğretim sürecinde öğretmenlerin bu şekilde yetki ve sorumluluk alanlarının genişlemesi, karar alma süreçlerine katılımları doğrudan etkilemektedir. Öğretmenlerin eğitimle ilgili kararlarda etkili bir şekilde söz sahibi olmaları hem mesleki özerkliklerini kullanmaları hem de mesleki gelişimlerine katkı sağlamaktadır. Mesleki profesyonellik, öğretmen özerkliğiyle yakından bağlantılı bir kavram olarak görülmektedir. Öğretmenlerin özerkliklerini etkili bir şekilde kullanabilmesi, profesyonellik seviyelerinin artırılmasını gerektiren önemli bir unsur olarak kabul edilmektedir.

Anahtar Kelimeler: Profesyonellik, Özerklik, Öğretmen Profesyonelliği, Öğretmen Özerkliği

Examining Teachers' Levels of Professionalism and Autonomy

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Abstract

Teachers contribute positively or negatively to educational processes through the attitudes they display both inside and outside the school. As technological developments progress rapidly, the responsibilities and role definitions of educators are also changing in line with newly emerging approaches. During decision-making processes related to education and the implementation of these decisions, it is crucial that teachers can express their own professional opinions and that all stakeholders participate actively.

Autonomy is generally defined as the ability to take necessary actions within a framework established for specific goals. It emphasizes that teachers, as the individuals most closely associated with education, should be able to make decisions themselves and maintain control over the processes. The expansion of teacher autonomy and its implementation implies active participation in school-related policies and practices. Although teacher autonomy provides the ability to act independently, it has sometimes been interpreted as isolation or acting alone. However, in this context, teacher autonomy does not refer to complete independence or solitary decision-making; rather, it signifies active participation in collaborative decision-making processes alongside colleagues, administrators, and students.

Thus, teachers become both authorized and responsible individuals within educational policies and practices, acting as professionals who carry significant responsibility. Teacher autonomy therefore includes broad areas of responsibility such as having a voice in educational practices, policies, reforms, and initiatives, and participating actively in decision-making processes. The expansion of teachers' authority and responsibilities in the teaching-learning process directly influences their participation in decisions. Having an effective role in decisions related to education not only enables teachers to exercise their autonomy but also contributes to their professional development. Professionalism is closely linked to teacher autonomy, and the effective use of autonomy is regarded as a key component in enhancing teachers' professional competence.

Keywords: Professionalism, Autonomy, Teacher Professionalism, Teacher Autonomy

Öğrenme Merkezli Liderlik, Öğrenen Örgüt ve Değişme Açıklık Arasındaki İlişki

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Özet

Bu çalışma, öğrenme merkezli liderlik, öğrenen örgüt yapısı ve değişime açıklığı genel hatları arasında yer almaktadır. Eğitimin hızla değişiminin devam etmesi, toplumsal, teknolojik ve pedagojik olarak değişime uyum sağlaması, hem yönetenlerin gelişimine hem de yönetilenlerin için kritik önemdedir. Öğrenme merkezli liderlik, okul öğrencilerinin eğitmenleriyle birlikte öğrenen bireyler olarak hareket ettiği ve onların bilgi, beceri ve gelişimsel gelişmelere aktif şekilde rehberlik sağlayan bir liderlik modelidir. Bu yaklaşım, gelişimi devam ederken, aynı zamanda kurum içinde bir öğrenme kültürü oluşur. Bu kültür, iş birliği, paylaşım ve yeniliği temel alır. Öğrenen örgüt yapısı ise bu liderliğin anlayışının kurumsal sembolüdür. Bilginin yalnızca bireyler arasında değil, tüm örgüt yapısında paylaşıldığı, yeniden üretildiği ve sürekli geliştirildiği bir sistem sunar. Merkezi yönetim, öğrenen sürecin oluşması ve sürekliliğini sağlamak; doldurulan vizyonun, kapsayıcı ve dönüşümün açık olması bu sürecin devam etmesi için gereklidir. Bu yapılarla birlikte değerlendirilen değişimin ortaya çıkabileceği, yaşayabileceği yeni durumlara zihinsel ve duygusal olarak uyum gösterebilme yetkisinin olduğunu ifade eder. Değişime açık bir okul değişimlerinde, liderler yeniliği teşvik eder, açık bağlantı dağıtımını ve değişikliklerin karar alma süreçlerini ön planda tutar. Böylece, kişilerin değişimi bir tehdit olarak değil, gelişim fırsatı olarak algılar. Sonuç olarak, öğrenme merkezli liderlik, öğrenen organizasyon parçalarını bölüştürür ve değişimin bu şekilde sürekliliğini sağlayan dinamik bir yapıda olmasını sağlar. Üç kavram birlikte ele alınarak, eğitim kurumlarının sınırsız etkin uyumu sağlayan, kapsamlı ve sürdürülebilir yapılar haline gelmesi mümkün olur.

Anahtar Kelimeler: Eğitim, Öğrenme Merkezli Liderlik, Öğrenen Örgüt, Değişime Açıklık, Bilgi Paylaşımı.

The Relationship Between Learning-Centered Leadership, Learning Organization, and Openness to Change

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Abstract

This study examines the conceptual relationship between learning-centered leadership, the structure of the learning organization, and openness to change. As educational systems continue to evolve rapidly, adapting to social, technological, and pedagogical changes is critically important both for those who lead and those who are led. Learning-centered leadership is a model in which school leaders guide students and teachers as active learners, supporting their knowledge, skills, and developmental progress. While fostering continuous development, this leadership approach also establishes a learning-oriented culture within the institution—one grounded in collaboration, sharing, and innovation.

The learning organization structure represents the institutional reflection of this leadership understanding. It is a system in which knowledge is shared, reproduced, and continuously improved, not only among individuals but throughout the entire organization. In such environments, central leadership plays a key role in creating and sustaining learning processes by promoting an inclusive vision and supporting organizational transformation.

Openness to change, when considered alongside these structures, refers to the mental and emotional ability of individuals and institutions to adapt to emerging situations and evolving conditions. In schools that embrace change, leaders encourage innovation, emphasize transparent communication, and prioritize participatory decision-making processes. This enables individuals to perceive change not as a threat but as an opportunity for growth.

In conclusion, learning-centered leadership reinforces the components of the learning organization and ensures that change is sustained through a dynamic structure. When these three concepts are considered together, educational institutions can evolve into comprehensive, resilient, and sustainable systems capable of continuous and effective adaptation.

Keywords: Education, Learning-Centered Leadership, Learning Organization, Openness to Change, Knowledge Sharing.

Öğretmenlerin Proaktif Davranışları ve Okul İklimi

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Özet

Bu literatür taraması çalışması, eğitim örgütlerinde öğretmenlerin proaktif davranışları ile okul iklimi arasındaki ilişkiyi kuramsal düzeyde incelemeyi amaçlamaktadır. Proaktif davranışlar, bireyin çevresini etkileme, sorunlara çözüm üretme ve olumlu değişim yaratma yönünde gönüllü olarak sergilediği davranışlardır. Eğitim bağlamında proaktif öğretmenler; okulun işleyişine katkı sunan, inisiyatif alan, yenilikleri takip eden ve mesleki gelişime açık bireyler olarak tanımlanmaktadır. Literatürde öğretmenlerin bu tür davranışları sergilemesinin, yalnızca bireysel başarıları değil, aynı zamanda okulun genel atmosferini ve kurumsal işleyişini de olumlu yönde etkilediği belirtilmektedir. Öte yandan, okul iklimi; okulda görev yapan bireyler arasında kurulan ilişkilerin niteliğini, yöneticilerin liderlik anlayışını, öğretmenler arası iş birliğini ve genel anlamda okulun duygusal, sosyal ve akademik atmosferini tanımlayan kapsamlı bir kavramdır. Literatürde olumlu okul ikliminin, öğretmenlerin motivasyonunu ve mesleki bağlılıklarını artırdığı, böylece proaktif davranışları da teşvik ettiği ifade edilmektedir. Bu çalışma, öğretmenlerin proaktif davranışları ile okul iklimi arasındaki ilişkiyi teorik zeminde irdeleyerek, eğitim kurumlarında sürdürülebilir gelişim ve etkililik açısından önem taşıyan kuramsal çıkarımlara ulaşmayı hedeflemektedir.

Anahtar Kelimeler: Proaktif Davranış, Okul İklimi, Öğretmen Davranışları, Eğitim Yönetimi

Teachers' Proactive Behaviors and School Climate

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Abstract

This literature review study aims to examine, at a theoretical level, the relationship between teachers' proactive behaviors and the school climate within educational organizations. Proactive behaviors refer to voluntary actions taken by individuals to influence their environment, generate solutions to problems, and initiate positive change. In the educational context, proactive teachers are described as individuals who contribute to the functioning of the school, take initiative, follow innovations, and remain open to professional development. The literature suggests that such behaviors positively affect not only teachers' individual performance but also the overall atmosphere and institutional functioning of schools.

School climate, on the other hand, is a comprehensive concept that encompasses the quality of relationships among individuals working in the school, the leadership approach of administrators, the level of collaboration among teachers, and the general emotional, social, and academic atmosphere of the institution. Studies indicate that a positive school climate enhances teachers' motivation and professional commitment, which in turn encourages proactive behaviors.

By examining the relationship between teachers' proactive behaviors and school climate on a theoretical basis, this study aims to derive conceptual insights that are crucial for sustainable development and effectiveness in educational institutions.

Keywords: Proactive Behavior, School Climate, Teacher Behaviors, Educational Administration

Türkiye Yüzyılı Maarif Modeli'nin Özel Eğitim Perspektifinden İncelenmesi

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Özet

Türkiye Yüzyılı Maarif Modeli (TYMM), Türkiye Cumhuriyeti'nin 100. yılı doğrultusunda Millî Eğitim Bakanlığı tarafından geliştirilen, kapsayıcı ve çağdaş bir eğitim yaklaşımıdır. Model, 21. yüzyıl becerileri ile uyumlu, fırsat eşitliğine dayalı ve her öğrencinin potansiyelini en üst düzeyde geliştirmeyi amaçlayan bütüncül bir sistem sunmaktadır. TYMM'nin temel felsefesi, Birleşmiş Milletler Sürdürülebilir Kalkınma Amaçları doğrultusunda tüm öğrenciler için adil, erişilebilir ve kapsayıcı bir öğrenme ortamı oluşturmayı öngörmektedir.

Modelin merkezinde bireyselleştirilmiş ve farklılaştırılmış öğretim anlayışı yer almaktadır. Öğrencilerin ilgi, yetenek ve gereksinimlerine göre esnek gruplama, içerik uyarlama ve sürekli değerlendirme süreçleri öne çıkarılmakta; öğrenme güçlüğü yaşayan, üstün yetenekli ya da çeşitli engel gruplarına mensup öğrencilerin bireysel öğrenme yolları desteklenmektedir. Müfredatta sadeleştirme ve derinlemesine öğrenme vurgusu, özellikle özel gereksinimli öğrencilerin temel kavramlara erişimini kolaylaştırmaktadır.

Dijital içeriklerin ve teknolojinin sistematik biçimde eğitime entegre edilmesi modelin diğer önemli yönüdür. E-öğrenme platformları, artırılmış ve sanal gerçeklik uygulamaları, dijital okuryazarlık kazanımları ve erişilebilir materyaller, hem tüm öğrenciler için çağdaş bir vizyon sunmakta hem de özel gereksinimli bireylerin bağımsız öğrenme süreçlerini güçlendirmektedir.

TYMM, sosyal-duygusal öğrenme ve değerler eğitimine de güçlü bir vurgu yapmaktadır. Öz farkındalık, ilişki yönetimi, empati ve adalet gibi beceri ve değerler, kapsayıcı bir toplumsal bilinç geliştirmeyi hedeflemektedir. Ayrıca problem çözme, iş birliği, eleştirel ve yaratıcı düşünme gibi 21. yüzyıl yetkinlikleri tüm derslerde sistematik biçimde yapılandırılmıştır. Alternatif değerlendirme araçları ve bireysel profillere duyarlı ölçme süreçleri, öğrencilerin güçlü yönlerini görünür kılmayı amaçlamaktadır.

Sonuç olarak TYMM, farklı ihtiyaçlara sahip tüm öğrenciler için esnek, kapsayıcı ve yenilikçi bir eğitim modeli sunmakta; başarılı bir uygulama için öğretmen yeterliliklerinin, altyapının ve paydaş katılımının güçlendirilmesi gerekmektedir.

Anahtar Kelimeler: Türkiye Yüzyılı Maarif Modeli, eğitim politikaları, eğitimde erişilebilirlik, özel eğitim, kapsayıcı eğitim

An Examination of the Türkiye's Century Education Model from the Perspective of Special Education

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Abstract

The Türkiye Century Education Model (TYMM) is a contemporary and inclusive educational framework developed by the Ministry of National Education in alignment with the 100th anniversary of the Republic of Türkiye. The model aims to enhance equity, accessibility, and quality in education by integrating 21st-century skills and supporting each learner's potential through a holistic and student-centered system. Grounded in the United Nations Sustainable Development Goals, TYMM envisions an equitable and accessible learning environment for all, including disadvantaged and special-needs students.

At the core of the model lies individualized and differentiated instruction. Flexible grouping, content adaptation, and continuous assessment practices are designed to address the diverse interests, abilities, and needs of learners. In this context, students experiencing learning difficulties, gifted learners, and individuals with autism or sensory and physical disabilities are supported through personalized learning pathways. Curriculum simplification and an emphasis on deep learning further facilitate the acquisition of fundamental concepts, particularly for special-needs students.

Another key feature of TYMM is the systematic integration of digital technologies into education. E-learning platforms, web-based tools, augmented and virtual reality applications, and digital literacy competencies provide a modern vision for all learners while improving access to information for students with disabilities. Accessible digital materials and technological supports enable more independent and active participation.

TYMM also prioritizes social-emotional learning and values education, embedding competencies such as self-awareness, relationship building, empathy, and responsible decision-making throughout all grade levels. Furthermore, 21st-century skills—including problem-solving, communication, collaboration, and critical and creative thinking—are aligned with all course objectives. Alternative assessment tools and individualized evaluation practices aim to reveal students' strengths more effectively.

In conclusion, TYMM offers an inclusive, flexible, and innovative educational model for students with diverse needs. Achieving sustainable success requires strengthening teacher competencies, improving physical and digital infrastructures, and enhancing stakeholder engagement.

Keywords: Türkiye's Century Education Model, education policies, accessibility in education, special education, inclusive education

واقع استخدام طلبة جامعة ال البيت لتطبيقات الذكاء الاصطناعي في العملية التعلمية التعليمية من وجهة نظرهم

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ملخص البحث

هدفت هذه الدراسة إلى استكشاف واقع استخدام طلبة جامعة آل البيت لتطبيقات الذكاء الاصطناعي في عملية التعليم والتعلم من وجهة نظرهم. كما سعت إلى التعرف على مدى دمج الطلبة للأدوات القائمة على الذكاء الاصطناعي في نشاطاتهم الأكاديمية، بالإضافة إلى فحص ما إذاكانت هناك فروق ذات دلالة إحصائية في آرائهم تُعزى إلى متغيري الجنس والكلية. كما هدفت الدراسة إلى تحديد طبيعة استخدام الطلبة لتطبيقات الذكاء الاصطناعي وما إذاكانت هذه الاستخدامات تتأثر بالعوامل الديموغرافية المذكورة.

ولتحقيق أهداف الدراسة، تم تطوير استبانة مكوّنة من 35 فقرة، وقد جرى التحقق من صدقها من خلال مجموعة من الخبراء، كما تم التأكد من ثباتها باستخدام الأساليب الإحصائية المناسبة. تكونت عينة الدراسة من (1950) طالبًا وطالبة من مرحلة البكالوريوس في جامعة آل البيت، تم اختيارهم بطريقة العينة العشوائية البسيطة لضمان تمثيل مناسب للمجتمع. واعتمدت الدراسة المنهج الوصفي المسحي لتحليل واقع استخدام تطبيقات الذكاء الاصطناعي في السياق التعليمي.

أظهرت النتائج أن مستوى استخدام طلبة جامعة آل البيت لتطبيقات الذكاء الاصطناعي في عملية التعليم والتعلم كان متوسطًا بشكل عام. كما بينت النتائج عدم وجود فروق ذات دلالة إحصائية في مستوى الاستخدام تُعزى إلى متغيري الجنس والكلية، مما يشير إلى تقارب وجهات النظر بين المجموعات المختلفة تجاه دمج الذكاء الاصطناعي في التعلم.

وفي ضوء هذه النتائج، أوصت الدراسة بضرورة تعزيز الوعي التكنولوجي حول موضوع الذكاء الاصطناعي وتطبيقاته التعليمية، وذلك من خلال تنظيم ورش عمل ودورات تدريبية تهدف إلى تنمية مهارات الطلبة وتمكينهم من استخدام أدوات الذكاء الاصطناعي بفاعلية أكبر في عمليتي التعليم والتعلم.

الكلمات المفتاحية: واقع الاستخدام، الذكاء الاصطناعي، العملية التعلمية التعليمية

The Reality of Al al-Bayt University Students' Use of Artificial Intelligence Applications in the Teaching/Learning Process from their Perspectives

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Abstract

The study aimed to investigate the reality of Al al-Bayt University students' use of artificial intelligence (AI) applications in the teaching and learning process from their own perspectives. Specifically, the study examined the extent to which students integrate AI tools into their academic activities and whether their perceptions differ according to gender or college affiliation. In addition, the study sought to determine if statistically significant differences existed regarding students' use of AI applications that could be attributed to these demographic variables.

To achieve the study objectives, a questionnaire consisting of 35 items was designed and administered. The instrument's validity was confirmed by a panel of experts, and its reliability was verified using appropriate statistical procedures. The sample included 1,950 male and female undergraduate students enrolled at Al al-Bayt University, selected through a simple random sampling method to ensure representativeness. A descriptive survey approach was employed to analyze the current status of AI use in academic settings.

The findings revealed that, from the students' perspectives, the overall level of utilizing artificial intelligence applications in the teaching and learning process was moderate. Moreover, the results indicated that there were no statistically significant differences in students' use of AI applications based on the variables of gender or college, which suggests that attitudes toward AI integration are relatively consistent across demographic groups.

Based on these results, the study recommended increasing technological awareness regarding artificial intelligence and its educational applications. It emphasized the importance of organizing workshops, seminars, and training programs to enhance students' skills and enable them to use AI tools more effectively in both teaching and learning contexts.

Keywords: Reality of Use, Artificial Intelligence, Teaching/Learning Process

دور النضج الاجتماعي في التنبؤ بجودة الصداقة الرياضية لدى لاعبي الشباب بكرة القدم

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ملخص البحث

أن دراسة الجوانب النفسية والاجتماعية لدى اللاعب في اثناء التدريب والمنافسات تعد من اهتمامات علم النفس الرياضي، الامر الذي يؤكد على مدى اهمية تلك الجوانب في تعزيز وتقوية الشخصية الرياضية لدى اللاعب، على اعتبار أن لكل لاعب ذاته وشخصيته الخاصة التي تحدد سلوكه وتميزه، ويكون هذا السلوك مرتبطاً بتكوينه النفسي والاجتماعي وتحدد هدف البحث في التعرف على مستوى النضج الاجتماعي وجودة الصداقة الرياضية لدى لاعبي الشباب بكرة القدم وكذلك معرفة تأثير النضج الاجتماعي في التنبؤ بجودة الصداقة الرياضية لدى لاعبي الشباب بكرة القدم، وافترض الباحثان بوجود قيمة تنبؤية دالة للنضج الاجتماعي في التنبؤ بجودة الصداقة الرياضية للاعبي الشباب بكرة القدم.، استخدم الباحثان المنهج الوصفي بالأسلوب المسحي الارتباطي (التنبؤي) لملاءمته وطبيعة مشكلة البحث الحالي. أما عينة البحث في التجربة الرئيسة فقد تكونت من (65) لاعباً موزعين على (3) اندية ، يمثلون لاعبي شباب أندية محافظة نينوى بكرة القدم، واستخدم الباحثان مقياسي النضج الاجتماعي اعداد(الحديدي 2024) وجودة الصداقة الرياضية من اعداد (الحديدي،الناهي2024)وبعد التحقق من صدق وثبات ادوات البحث ،تم استخدام الوسائل الإحصائية التالية للحصول على النتائج (الوسط الحسابي ، الانحراف المعياري واختبار (t العينة واحده ،معامل الانحدار البسيط ،معامل كرونباخ الفا) وقد اظهرت النتائج عن تميز لاعبو شباب بكرة القدم بمستوى مرتفع من النضج الاجتماعي وجودة الصداقة الرياضية كما إن القيمة التنبؤية للنضج الاجتماعي، تؤثر وبشكل ايجابي على جودة الصداقة الرياضية لدى لاعبو الشباب بكرة القدم افراد عينة البحث .

الكلمات المفتاحية : نضج ،جودة ،شباب

The Role of Social Maturity in Predicting the Quality of Sports Friendship among Youth Football Players

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Abstract

The study of psychological and social aspects of players during training and competition is considered a major concern of sport psychology. This emphasis highlights the importance of these dimensions in strengthening and reinforcing the athletic personality of players, given that each player possesses a unique self and individuality that shape and distinguish his behavior. Such behavior is closely associated with his psychological and social makeup the present research aimed to identify the level of social maturity and the quality of sports friendship among youth football players, as well as to examine the effect of social maturity in predicting the quality of sports friendship among these players. The researchers hypothesized that social maturity would have a statistically significant predictive value in determining the quality of sports friendship among youth football players. The descriptive method using the correlational (predictive) survey design was employed as it was deemed suitable for the nature of the current problem. The main research sample consisted of 65 players distributed across three clubs, representing youth football players from clubs in Nineveh Governorate. The researchers applied two measurement instruments developed by (Al-Hadidi, 2024) for assessing social maturity and (Al-Hadidi & Al-Nahi, 2024) for assessing sports friendship quality. After confirming the validity and reliability of the instruments, the following statistical tools were utilized to obtain the results: mean, standard deviation, one-sample t test, simple regression coefficient, and Cronbach's alpha. The findings indicated that youth football players demonstrated a high level of social maturity and sports friendship quality. Moreover, the predictive value of social maturity was shown to positively and significantly influence the quality of sports friendship among the youth football players in the research sample.

Keywords: maturity, quality, youth

Dijital Öyküleme ile Dil Öğretiminde Öğrenci Beklentileri

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Özet

Dil öğretimi günümüzün gelişen teknolojisi ile her geçen gün farklı öğretim yöntemlerine sahip olmaktadır. Dijital öyküleme de dil öğretiminde son dönemde kullanılan yöntemlerden biridir. Teknolojik becerilerin ve dil becerilerinin bütünleştiği dijital öyküleme, dil öğretiminde oldukça işlevseldir. Bu işlevsellik dil öğretiminin iletişimsel boyutunu, özerk öğrenme ve teknolojik araçların kullanımını bütüncül olarak desteklemektedir. Bu bağlamda araştırmanın amacı dijital öyküleme ile gerçekleştirilecek dil öğretiminde öğrencilerin beklentilerinin neler olduğunu belirlemektir. Çalışmanın katılımcıları Türkçe öğrenmek üzere Türkiye'de bulunan 18 uluslararası öğrenciden oluşmaktadır. Öğrencilerin dil düzeyleri B2 ile C2 arasında değişmektedir. Öğrencilerin ana dilleri Arapça, Urduca, Moğolca, Arnavutça, Nepalce, Özbek Türkçesi, Farsça ve Somalicedir. Veriler nitel araştırmalarda kullanılan yarı yapılandırılmış görüşme formu aracılığı ile toplanmıştır. Yarı yapılandırılmış görüşme formu dil öğretimi ve dil öğretiminde teknoloji kullanımı ile ilgili alan yazın incelendikten sonra araştırmacılar tarafından alan uzmanlarının görüşleri alınarak oluşturulmuştur. Form aracılığı ile toplanan veriler içerik analizi yolu ile çözümlenmiştir. Verilerin çözümlenmesinde öncelikle kodlar belirlenmiş, daha sonra kodlar kategorilere ayrılmış ve en son olarak da kategoriler ortak temalar altında birleştirilmiştir. Elde edilen bulgulara göre sadece bir öğrenci daha önce dijital öyküleme programı kullandığını belirtmiştir. Öğrenciler; dijital öykülerle Türkçe öğrenmelerinin kolaylaşacağını, dijital becerilerinin gelişeceğini ve böylece kendilerini daha yetkin hissedeceklerini ifade etmiştir. Verilerden hareketle dil öğrenme sürecinde dijital öykülerden yararlanmanın gerekliliği üzerine önerilerde bulunulmuştur.

Anahtar Kelimeler: Dijital Öyküleme, Dil Öğretimi, Öğrenci Beklentileri

Student Expectations in Language Teaching with Digital Storytelling

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Abstract

Language teaching is constantly evolving with today's developing technology, adopting new teaching methods every day. Digital storytelling is one of the methods used in language teaching in recent years. Digital storytelling, which integrates technological skills and language skills, is quite functional in language teaching. This functionality comprehensively supports the communicative dimension of language teaching, autonomous learning, and the use of technological tools. In this context, the aim of this study is to determine what students' expectations are in language teaching conducted through digital storytelling. The participants of the study consisted of 18 international students in Turkey learning Turkish. The students' levels ranged from B2 to C2. The students' native languages were Arabic, Urdu, Mongolian, Albanian, Nepali, Uzbek, Persian, and Somali. Data were collected using a semi-structured interview form commonly used in qualitative research. The semi-structured interview form was developed by the researchers after reviewing the literature on language teaching and the use of technology in language teaching, and consulting with experts in the field. Data collected through the form were analyzed using content analysis. In analyzing the data, codes were first identified, then categorized, and finally grouped under common themes. According to the findings, only one student indicated that they had previously used a digital storytelling program. Students stated that learning Turkish through digital stories would be easier, their digital skills would improve, and they would feel more competent as a result. Based on the data, recommendations were made regarding the necessity of utilizing digital stories in the language learning process.

Keywords: Digital Storytelling, Language Teaching, Student Expectations

أثر استراتيجية قوة الذاكرة في تنمية التفكير الاستراتيجي لدى طلاب الصف السادس العلمي في مادة الرياضيات

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ملخص البحث

يهدف البحث الحالي إلى التعرف على أثر استراتيجية قوة الذاكرة في تنمية التفكير الاستراتيجي لدى طلاب الصف السادس العلمي في مادة الرياضيات للسنة الدراسية (2024-2025)، ولغرض التحقق من هدف البحث تمت صياغة عدد من الفرضيات الصفرية، واستخدم المنهج التجريبي ذي المجموعتين المتكافئتين. أجريت الدراسة على عينة مكونة من (63) طالباً تم اختيارهم قصدياً من اعدادية الأمين للبنين، وزعت بطريقة عشوائية إلى مجموعتين إحداهما تجريبية وعددها (31) طالباً درست على وفق استراتيجية قوة الذاكرة والأخرى ضابطة وعددها (32) طالباً درست على وفق الطريقة الاعتيادية، كما تمت عملية التكافؤ بين مجموعتي البحث في عدد من المتغيرات، ولتحقيق هدف البحث تم إعداد اختباراً للتفكير الاستراتيجي تكون بصيغته النهائية من (15) فقرة اختبارية، تم التحقق من صدقه، وثباته، وخصائصه السيكو مترية، وبعد معالجة البيانات احصائياً باستخدام الاختبار التائي (t–test) لعينتين مستقلتين ولعينتين مترابطتين، وباستخدام البرنامج الإحصائي (SPSS) أظهرت النتائج جود فرق دال احصائياً ب عند مستوى دلالة (0.05) ين متوسطي الفرق لدرجات التفكير الاستراتيجي ككل، ومهارة التفكير المنظومي بين طلاب المجموعتين: التجريبية والضابطة ولصالح المجموعة التجريبية، وعدم وجود فرق دال احصائياً عند مستوى دلالة (0.05) بين متوسطي الفرق لدرجات التفكير الاستراتيجي في كل من مهارة: التأمل، وإعادة الصياغة لدى طلاب المجموعتين: التجريبية والضابطة، كما أظهرت النتائج وجود فرق دال احصائياً عند مستوى دلالة (0.05) بين متوسطي نمو التفكير الاستراتيجي بشكل عام وجميع مهاراته الفرعية لدى طلاب المجموعة التجريبية ولصالح التطبيق البعدي.

في ضوء ما توصل إليه الباحث من نتائج خرج بعدد من الاستنتاجات أبرزها: استخدام استراتيجية قوة الذاكرة في تدريس وحدة التكامل أسهمت في زيادة فاعلية عملية تدريسها وعملت على تنمية مهارات التفكير الاستراتيجي لدى طلاب الصف السادس العلمي لأنها ساهمت في زيادة تركيز الطلاب وقدرتهم على التعبير عما فهموه من المدرس واتخاذ القرارات السليمة، كما تم تقديم عدداً من التوصيات أبرزها: استخدام استراتيجية قوة الذاكرة في تدريس موضوعات الرياضيات في المرحلة الإعدادية وتوظيفها في تدريس كافة المواد الدراسية بما يتناسب مع طبيعة الطلاب وخصائص نموهم بالمراحل التعليمية المختلفة، فضلاً عن تقديم عدد من المقترحات لدراسات بحثية مستقبلية منها: قياس مستوى التفكير الاستراتيجي والرغبة نحو تعلم مادة الرياضيات لدى طلاب المرحلة الإعدادية.

الكلمات المفتاحية: استراتيجية قوة الذاكرة، التفكير الاستراتيجي

The Effectiveness of The Memory Power Strategy in Developing Strategic Thinking Among Sixth Grade Science Students

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Abstract

The research aims to identify the effect of the memory power strategy on the developing strategic thinking among sixth-year science students in mathematics for the academic year (2024-2025), and for checking research objective, number of null hypotheses were formulated, and used the experimental method with two equal groups. The research sample included (63) students who were intentionally selected from Al-Siddiq Secondary School for Boys, It was distributed randomly into two groups, one of which was an experimental group of (31) students who studied according to the memory power strategy, and the other was a controlled group of (32) students who studied according to the normal method, The process of equivalence between the two research groups was also carried out in a number of variables. To achieve the research objectives, a test for strategic thinking was prepared, in its final form, consisting of (15) test items. Their validity, stability, and psychometric properties were verified, after processing the data statistically using the t-test for two independent samples and two correlated samples, and using the statistical program (SPSS), The results showed a statistically significant difference at the (0.05) level between the mean scores for strategic thinking as a whole and systems thinking skills between the students in the experimental and control groups, in favor of the experimental group. However, no statistically significant difference was found at the (0.05) level between the mean scores for strategic thinking In both the skills of reflection and reformulation among the students of the experimental and control groups, the results showed a statistically significant difference at the significance level of (0.05) between the average growth of strategic thinking in general and all its sub-skills among the students of the experimental group, in favor of the post-application.

In light of the researcher's findings, he drew several conclusions, most notably: the use of the memory power strategy in teaching the integration unit contributed to increasing the effectiveness of the teaching process and worked to develop strategic thinking skills among sixth-grade science students because it contributed to increasing students' focus and their ability to express what they understood from the teacher and to make sound decisions, Several recommendations were also presented, most notably: using the memory-power strategy in teaching mathematics subjects at the preparatory level and employing it in teaching all subjects in a way that suits the nature of students and their developmental characteristics at different educational stages, In addition to presenting a number of proposals for future research studies, including: measuring the level of strategic thinking and the desire to learn mathematics among middle school students.

Keywords: memory power strategy, strategic thinking

جون مكارثي والمنطق الرمزي: الجذور الفلسفية لبناء العقل الاصطناعي

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الملخص

يهدف هذا البحث إلى إعادة قراءة إسهامات جون مكارثي، أحد أبرز مؤسسي الذكاء الاصطناعي، من خلال تحليل الأسس الفلسفية والتقنية التي استند إليها في بناء الذكاء الاصطناعي الرمزي. تنطلق الدراسة من خلفية تاريخية تبرز كيف شكّل مكارثي، عبر لغته البرمجية Lisp ومشروعه المبكر، Advice Taker، رؤية متكاملة للذكاء تقوم على تمثيل المعرفة بواسطة المنطق الرمزي، ولا سيما المنطق الترتيبي. وتفترض الدراسة أن فهم هذا الإرث ضروري لإدراك المسار الحالي للذكاء الاصطناعي، خصوصًا بعد عودة الاهتمام بالمقاربات الهجينة التي تجمع بين الرمزي والعصبوني.

تعتمد الدراسة منهجًا تحليليًا-مقارنًا يجمع بين تحليل نصوص مكارثي الأساسية، واستعراض التطورات التاريخية للذكاء الاصطناعي، ومناقشة الانتقادات التي وُجّهت إلى الأنظمة الرمزية، ولا سيما مشكلات التعلّم، وتمثيل الحسّ المشترك، والقدرة على التوسع. كما تم توظيف تحليل فلسفي لتوضيح ارتباط مشروع مكارثي بالإرث العقلاني الديكارتي والليبنتزي، وبالنقاشات المعاصرة حول الشفافية والثقة والمسؤولية الأخلاقية في الأنظمة الذكية.

تشير النتائج إلى أن قصور الرمزية في التعامل مع البيانات الضخمة والتعلّم الذاتي أدى إلى تراجعها أمام المناهج العصبونية، إلا أن قيمتها لم تختفِ، إذ إنها تقدم أدوات حاسمة للاستدلال المنطقي، وتمثيل المعرفة، وتفسير القرارات. ويتضح أن الاتجاهات الحديثة في الذكاء العصبي–الرمزي تُعيد إحياء الكثير من أفكار مكارثي، خصوصًا ما يتعلق بضرورة دمج المنطق الرمزي مع قدرات التعلّم القائمة على الشبكات العصبية. كما تُظهر النتائج أن إرث مكارثي لا يزال أساسيًا في النقاشات الأخلاقية، ولا سيما ما يرتبط بالشفافية والمساءلة وحق المستخدم في تفسير القرار الآلي.

تخلص الدراسة إلى أن مكارثي أسهم في تأسيس بنية فكرية لا يزال الذكاء الاصطناعي الحديث يبني عليها. وتؤكد أن مستقبل الذكاء الاصطناعي يتطلب مقاربات هجينة تحافظ على التفسير المنطقي الذي دافع عنه مكارثي، مع توظيف قوة التعلّم العميق، بما يضمن بناء أنظمة أكثر مسؤولية وموثوقية وإنسانية.

الكلمات المفتاحية: جون مكارثي، المنطق الرمزي، الذكاء الاصطناعي الرمزي، التمثيل المعرفي، الذكاء العصبي–الرمزي

John McCarthy and Symbolic Logic: The Philosophy Root of Artificial Intelligence

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Abstract

This study aims to re-examine the intellectual and technical contributions of John McCarthy—one of the founding figures of artificial intelligence—by analyzing both the philosophical foundations and computational principles underlying his vision of symbolic AI. The research begins with a historical background that highlights how McCarthy, through the creation of Lisp and his seminal Advice Taker project, established an integrated model of intelligence grounded in symbolic representation and first-order logic. The study assumes that understanding this legacy is essential for interpreting contemporary developments in AI, particularly the renewed interest in hybrid neuro-symbolic approaches. The methodology follows an analytical and comparative framework, combining a close reading of McCarthy's foundational texts with an examination of the evolution of AI paradigms and the major critiques directed at symbolic systems. Particular focus is given to the challenges of learning, scalability, and the formalization of common-sense reasoning. A philosophical analysis is also incorporated to connect McCarthy's work with rationalist traditions—from Descartes to Leibniz—and with modern debates on transparency, accountability, and explainability in AI systems. The findings reveal that although symbolic AI struggled with real-world complexity, data-driven learning, and rapid adaptation, its core strengths remain highly relevant. Symbolic methods continue to offer essential tools for logical inference, structured knowledge representation, and interpretable decision-making. Furthermore, recent developments in neuro-symbolic AI revive several of McCarthy's central ideas, notably the need to integrate structured symbolic reasoning with the adaptive capabilities of neural networks. The results also show that McCarthy's legacy is deeply embedded in current ethical discussions concerning explainability, fairness, and user rights to understand algorithmic decisions.The study concludes that McCarthy provided a foundational conceptual and technical framework on which modern AI continues to build. It argues that the future of artificial intelligence depends on hybrid models that preserve the interpretability and logical clarity emphasized by McCarthy, while leveraging the learning power of deep neural architectures to create more reliable, transparent, and human-aligned intelligent systems.

Keywords: John McCarthy, Symbolic Logic, Artificial Intelligence, Knowledge Representation, Neuro-Symbolic AI

Tunisian Parents' Roles as Listeners in Their Children's Sharing of Negative School Memories: A Qualitative Study with Tunisian Youth

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Abstract

Due to a dramatic lack of literature on autobiographical memory-sharing in the Tunisian context, this qualitative study replicates our prior research conducted with Turkish participants. It aims to explore (1) the perceived Functions of Sharing Negative Memories and (2) the characteristics of preferred and unpreferred listeners, specifically when parents serve as listeners to their emerging adult children's negative school experiences in Tunisia. The negative memories of Tunisian emerging adult children were instructed to be limited to the school setting to maintain narrative homogeneity. Using semi-structured interviews with 10 Tunisian participants, the data were fully transcribed and rigorously analyzed following Braun and Clarke's six-phase thematic analysis framework. The study identified both similarities and differences compared to the original Turkish sample. Directive functions were the most commonly reported. Additionally, self-functions were associated with fathers as listeners, while emotion regulation functions were linked to mothers. When serving as listeners, Tunisian mothers were preferred for their empathy and emotional closeness (relationship closeness), whereas Tunisian fathers were preferred for offering logical advice. Fathers may be unpreferred listeners due to perceived harsh criticism and emotional distance (relationship distance), while mothers may be unpreferred mainly due to being frequently distracted. Findings are discussed in light of the literature grounded in the Tunisian cultural context.

Keywords: Autobiographical memory-sharing, Functions of autobiographical memory, Perceived listener characteristics, Tunisian parents, Tunisian cultural context

Öğretmen Algılarına Göre İletişim Becerileri ve Okul Yöneticilerinin Dönüşümcü Liderlik Özelliklerinin İncelenmesi

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Özet

Eğitim örgütleri sosyal yaşantıda önemli bir yapıya ve dinamikliğe sahiptir. Bu sebeple eğitim kurumlarının değişikliklere ve yeniliklere uyum sağlamaları için sistemli bir şekilde çalışmaları gerekmektedir. Okul yöneticilerinin geleneksel okul yöneticiliği anlayışından modern yönetimi sağlayan vizyon sahibi, gerektiğinde risk alabilen, çalışanlara motivasyon sağlayıcı, öğretmenler arasında olumlu iletişimin oluşmasını sağlayarak okul içerisinde olumlu örgüt ikliminin oluşmasını sağlayan dönüşümcü liderlik anlayışı, eğitim kurumları için bir ihtiyaç olmaktadır. Öğretmenlerin iletişim becerilerine yönelik kendilerini geliştirmeleri ve gerçekleştirmeleri; eğitim-öğretimin niteliğinin artmasında, öğrencilerin akademik yaşantılarının geliştirilmesinde, velilerle ve örgüt ile etkili etkileşim kurmada öğretmenlere her yönden katkı sağlayacağı düşünülmektedir. Bu çalışmanın başarılı okulların oluşmasına etkisi olan okul yöneticilerinin, dönüşümcü liderlik davranışları sergilemeleri, öğretmenlerin öğrenci, veli ve eğitim örgütleri ile etkili iletişim becerileri kurmalarına katkı sağlayacağı düşünülmektedir. Bu araştırmanın çalışma grubunu 2020-2021 eğitim-öğretim yılında Zonguldak ilinin ilkokul ve ortaokul kademelerinde görev yapan amaçlı örnekleme yöntemi ile belirlenmiş 454 öğretmen oluşturmaktadır. Çalışmada veri toplamak amacıyla İletişim Becerileri ve Dönüşümcü Liderlik ölçekleri kullanılmıştır. Çalışmada verilerinin analizinde yüzde, frekans, ortalama ve standart sapma analizleri kullanılmıştır. Çalışmanın analizleri sonucunda, öğretmenlerin iletişim becerilerinde kendilerini çoğunlukla yeterli gördükleri, okul yöneticilerinin dönüşümcü liderlik davranışı sergilediklerine çoğunlukla katıldıkları belirlenmiştir.

Anahtar Kelimeler: İletişim, İletişim Becerileri, Liderlik, Dönüşümcü Liderlik

An Examination of Communication Skills and Transformational Leadership Characteristics of School Administrators According to Teachers' Perceptions

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Abstract

Educational organizations hold a significant and dynamic place within social life. For this reason, educational institutions must work systematically to adapt to changes and innovations. The transformational leadership approach—characterized by visionary thinking, the ability to take risks when necessary, motivating staff, and fostering positive communication among teachers to create a constructive organizational climate—has become an essential need for modern schools. It is assumed that teachers' development and use of communication skills greatly contribute to improving the quality of education, enhancing students' academic experiences, and establishing effective interaction with parents and the broader educational organization.

In this context, it is expected that school administrators who display transformational leadership behaviors contribute to the formation of successful schools by supporting teachers in establishing effective communication with students, parents, and educational stakeholders. The study group of this research consists of 454 teachers working in primary and lower secondary schools in Zonguldak during the 2020–2021 academic year, selected through purposive sampling. The Communication Skills Scale and the Transformational Leadership Scale were used as data collection tools. Percentage, frequency, mean, and standard deviation analyses were employed in the evaluation of the data.

The results of the study indicate that teachers mostly perceive themselves as competent in communication skills and largely agree that school administrators exhibit transformational leadership behaviors.

Keywords: Communication, Communication Skills, Leadership, Transformational Leadership

Okul Öncesi Öğretmenlerin Öz-Yeterlik, Yaratıcı Düşünme ve Problem Çözme Becerileri Arasındaki İlişki

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Özet

Bu literatür taraması çalışması, okul öncesi öğretmenlerinin öz-yeterlik algıları ile yaratıcı düşünme özellikleri arasındaki ilişkiyi kuramsal bir perspektiften ele almaktadır. Öz-yeterlik, bireyin belirli bir görevi başarma konusundaki kendi inancı ve güveni olarak tanımlanmakta olup, öğretmenlerin mesleki performansları ve öğrenci etkileşimleri üzerinde belirleyici bir etkiye sahiptir. Okul öncesi eğitimde öğretmenlerin yüksek düzeyde öz-yeterliğe sahip olmaları, pedagojik uygulamalarda daha etkin ve yenilikçi olmalarını, karşılaşılan güçlüklerle başa çıkabilmelerini sağlamaktadır. Ayrıca, yaratıcı düşünme becerileri, öğretmenlerin farklı öğrenme ortamları oluşturma, problem çözme ve yeni öğretim stratejileri geliştirme kapasitelerini artırarak eğitim kalitesinin yükselmesine katkıda bulunmaktadır. Literatürde, okul öncesi öğretmenlerinin öz-yeterlik duyguları ile yaratıcı düşünme becerileri arasında pozitif bir ilişki bulunduğu, yüksek öz-yeterlik algısına sahip öğretmenlerin daha yaratıcı ve esnek yaklaşımlar sergilediği belirtilmektedir. Bu bağlamda, öğretmenlerin mesleki gelişim programlarında hem öz-yeterliklerini güçlendirecek hem de yaratıcı düşünme becerilerini destekleyecek stratejilerin geliştirilmesi önem arz etmektedir. Çalışma, okul öncesi eğitim kalitesinin artırılmasında öğretmen yeterliklerinin bütüncül değerlendirilmesi gerektiğine işaret etmektedir.

Anahtar Kelimeler: Okul Öncesi Öğretmen, Öz-Yeterlik, Yaratıcı Düşünme, Mesleki Gelişimi

The Relationship Between Preschool Teachers' Self-Efficacy, Creative Thinking, and Problem-Solving Skills

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Abstract

This literature review study examines the relationship between preschool teachers' self-efficacy perceptions and their creative thinking characteristics from a theoretical perspective. Self-efficacy is defined as an individual's belief and confidence in their ability to accomplish a specific task, and it has a significant impact on teachers' professional performance and interactions with students. High levels of self-efficacy among preschool teachers enable them to be more effective and innovative in their pedagogical practices and to cope more successfully with challenges encountered in the educational process.

Creative thinking skills contribute to the improvement of education quality by enhancing teachers' capacity to design diverse learning environments, solve problems, and develop new instructional strategies. The literature indicates a positive relationship between preschool teachers' self-efficacy beliefs and their creative thinking abilities, suggesting that teachers with higher self-efficacy tend to demonstrate more creative and flexible approaches in the classroom. In this context, it is essential to develop professional development programs that strengthen teachers' self-efficacy while simultaneously fostering their creative thinking skills.

This study highlights the importance of holistically evaluating teacher competencies to improve the quality of preschool education and underscores the critical role of both self-efficacy and creative thinking in shaping effective early childhood teaching practices.

Keywords: Preschool Teacher, Self-Efficacy, Creative Thinking, Professional Development

Öğretmenlere Göre Okul Müdürlerinin Liderlik Stilleri, Örgütsel Vatandaşlık ve Yıldırma Arasındaki İlişkinin İncelenmesi

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Özet

Liderlik, bireyleri belirlenen amaçlar doğrultusunda yönlendirme ve harekete geçirme süreci olarak tanımlanır. Demokratik liderler karar alırken grubun görüşlerine önem verirken, otokratik liderler yalnızca kendi kararlarını uygular. Liderlik ve yöneticilik farklı işlevlere sahip olsa da birbirini tamamlayan kavramlardır. Yönetici gücünü makamdan alırken, lider kişisel özellikleriyle örgüt üyelerini motive eder. Değişim ve karmaşıklığın hâkim olduğu günümüzde başarıya ulaşmak hem liderlik hem de yöneticilik niteliklerini dengeyle kullanmayı gerektirir. Özellikle eğitim kurumlarında okul idarecilerinin liderlik özellikleri sergilemesi, okulun işleyişini sağlamak ve toplumsal beklentileri karşılamak açısından kritik öneme sahiptir.

Örgütlerde yaygın sorunlardan biri de yıldırma (mobbing) davranışıdır. Yıldırma, bireyin sistematik olarak psikolojik baskıya maruz kalmasıdır ve genellikle iş verimliliğinin düşmesine, iş doyumunun azalmasına ve işten ayrılmalara yol açar. Bu süreç çatışmayla başlar, saldırılarla yoğunlaşır, yönetimin etkisiyle resmileşir ve sonunda mağdurun işten ayrılmasıyla sonuçlanabilir. Eğitim örgütlerinde de yıldırma sıklıkla görülmekte, özellikle genç öğretmenler bu davranışlara daha fazla maruz kalmaktadır. Öğretmenler üzerinde en çok rastlanan yıldırma türleri emeğin küçümsenmesi, sürekli olumsuz geri bildirim ve sosyal dışlamadır. Sonuç olarak örgütlerde hem liderlik-yöneticilik dengesinin kurulması hem de yıldırma davranışlarının önlenmesi, verimlilik ve başarı açısından temel bir gerekliliktir.

Anahtar Kelimeler: Liderlik Stilleri, Örgütsel Vatandaşlık, Yıldırma (Mobbing)

An Examination of the Relationship Between School Principals' Leadership Styles, Organizational Citizenship, and Mobbing According to Teachers' Perceptions

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Abstract

Leadership is defined as the process of directing and motivating individuals toward predetermined goals. While democratic leaders take group opinions into account when making decisions, autocratic leaders implement only their own decisions. Although leadership and management serve different functions, they are complementary concepts. Managers derive their power from their formal position, whereas leaders motivate organizational members through their personal qualities. In today's conditions, where change and complexity are dominant, achieving success requires a balanced use of both leadership and managerial skills. In educational institutions in particular, it is crucial for school administrators to demonstrate leadership qualities to ensure the effective functioning of the school and meet societal expectations.

One of the common problems encountered in organizations is mobbing, which refers to the systematic psychological pressure exerted on an individual. Mobbing often leads to decreased job performance, reduced job satisfaction, and ultimately, employee resignation. This process typically begins with conflict, intensifies through continued attacks, becomes formalized with administrative involvement, and eventually results in the victim leaving the job. Mobbing is frequently observed in educational organizations as well, and younger teachers tend to be more vulnerable to such behaviors. The most common forms of mobbing directed at teachers include devaluation of their work, constant negative feedback, and social exclusion.

In conclusion, establishing a balance between leadership and management within organizations and preventing mobbing behaviors are essential for ensuring productivity, well-being, and sustainable success.

Keywords: Leadership Styles, Organizational Citizenship, Mobbing (Workplace Bullying)

Özel Eğitim Öğretmenlerinin Mesleki Profesynellikleri ve Yaratıcı Düşünme Becerileri

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Özet

Bu literatür taraması çalışması, özel eğitim öğretmenlerinin mesleki profesyonellik düzeyleri ile yaratıcı düşünme becerileri arasındaki ilişkiyi kuramsal bir çerçevede incelemeyi amaçlamaktadır. Özel eğitim öğretmenliği, farklı gelişimsel ihtiyaçlara sahip bireylerle etkili bir şekilde çalışabilmeyi gerektiren, yüksek düzeyde mesleki bilgi, beceri, etik duyarlılık ve pedagojik esneklik isteyen bir uzmanlık alanıdır. Literatürde mesleki profesyonellik; öğretmenin mesleki bilgiye dayalı kararlar alabilme, etik ilkelere uygun davranma, sürekli mesleki gelişime açık olma ve öğrenen odaklı bir tutum sergileme gibi bileşenleri kapsamaktadır. Öte yandan, yaratıcı düşünme becerileri, özellikle özel gereksinimli bireylerin farklı öğrenme stillerine ve ihtiyaçlarına uygun öğretim stratejileri geliştirme açısından büyük önem taşımaktadır. Yaratıcılık, bu bağlamda öğretmenin hem öğretim yöntemlerini çeşitlendirmesi hem de sorun çözme süreçlerinde alternatif yollar üretebilmesi için vazgeçilmez bir kapasitedir. Yapılan kuramsal incelemeler, özel eğitim öğretmenlerinin yüksek düzeyde mesleki profesyonellik sergileyen bireyler olduklarında, yaratıcı düşünme becerilerini de daha etkili biçimde kullanabildiklerini göstermektedir. Bu çalışma, özel eğitimde kaliteyi artırma sürecinde öğretmenlerin yalnızca teknik bilgiyle değil, aynı zamanda yenilikçi ve çözüm odaklı bir düşünme biçimiyle donatılmasının gerekliliğine dikkat çekmektedir.

Anahtar Kelimeler: Özel Eğitim, Mesleki Profesyonellik, Yaratıcı Düşünme, Öğretmen Yeterlikleri

Professionalism and Creative Thinking Skills of Special Education Teachers

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Abstract

This literature review study aims to examine, within a theoretical framework, the relationship between the professional professionalism levels of special education teachers and their creative thinking skills. Special education teaching is a specialized field that requires the ability to work effectively with individuals who have diverse developmental needs and demands a high level of professional knowledge, skills, ethical sensitivity, and pedagogical flexibility. In the literature, professional professionalism includes components such as making informed instructional decisions, acting in accordance with ethical principles, being open to continuous professional development, and demonstrating a learner-centered orientation.

Creative thinking skills, on the other hand, hold particular importance in developing instructional strategies that align with the varied learning styles and needs of individuals with special needs. In this context, creativity is an essential capacity that enables teachers to diversify instructional methods and generate alternative pathways in problem-solving processes. Theoretical examinations indicate that special education teachers who demonstrate high levels of professional professionalism are also more likely to use creative thinking skills effectively.

This study highlights the necessity for special education teachers to be equipped not only with technical knowledge but also with an innovative and solution-oriented mindset in order to enhance the quality of special education services. Strengthening both professionalism and creative thinking is essential for improving instructional effectiveness and supporting students' developmental outcomes.

Keywords: Special Education, Professional Professionalism, Creative Thinking, Teacher Competencies

تنمية الوعي التاريخي بالتعليم الثانوي التأهيلي المغربي: مساهمة في بناء تصور ديداكتيكي دامج لمبادئ التصميم الشامل للتعلم

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(طالب باحث في سلك الدكتوراه)

المركز الدكتوراه: الإنسان، المجال والمجتمع بكلية علوم التربية، مختبر البحث في علوم التربية والعلوم الإنسانية واللغات (SESHUL)، جامعة محمد الخامس، الرباط - المغرب

تنطلق هذه الدراسة من واقع الممارسة الميدانية لتدريس التاريخ بالتعليم الثانوي المغربي، وهو واقع يشير إلى ضعف جلي في مستوى الوعي التاريخي لدى المتعلمين المغاربة في ارتباط بعوامل متعددة ديداكتيكية وبيداغوجية، من بينها صعوبة استجابة الممارسات التدريسية السائدة للمتعلمين بمختلف أنماط تعلمهم، وهيمنة التلقين والاسترجاع في تدريس المادة.

وعليه، فإن هذه الدراسة تهدف إلى بناء تصور ديداكتيكي دامج لمبادئ التصميم الشامل للتعلم، يمكن أن يسهم بشكل فعال في تحقيق هدفين، هما:

- تحقيق الدمج البيداغوجي لجميع المتعلمين، سواء المتعلمون العاديون أو ذوي الاحتاجات الخاصة؛

- تنمية الوعي التاريخي ليس فقط لدى المتعلمين المغاربة بالتعليم الثانوي التأهيلي، ولكن أيضا يمكن توظيفه في باقي دول العالم.

وقد تم توظيف المنهجين الوصفي التحليلي والتأملي في هذه الدراسة؛ إذ من خلالهما تم الانطلاق من واقع تدريس مادة التاريخ بالسلك الدراسي المذكور واستقراء الأدبيات التربوية ذات الصلة لبلوغ الهدف المصرح به.

الكلمات المفتاحية: الوعي التاريخي – تنمية الوعي التاريخي – التعليم الثانوي التأهيلي –تصور ديداكتيكي – مبادئ التصميم الشامل للتعلم.

Developing Historical Awareness in Moroccan Upper-Secondary Education:

A Contribution to Building an Inclusive Didactic Framework Based on Universal Design for Learning (UDL) Principles

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Abstract

This study originates from the field reality of history teaching in Moroccan secondary education, a reality that highlights a marked weakness in students' levels of historical consciousness. Such weakness is attributable to several didactic and pedagogical factors, notably the limited capacity of prevailing teaching practices to accommodate diverse learning styles, and the predominance of rote instruction and memorization in the subject.

Against this backdrop, the study seeks to develop a didactic framework grounded in the principles of Universal Design for Learning, with the potential to contribute effectively to two main objectives:

Promoting pedagogical inclusion for all learners, whether mainstream students or those with special educational needs;

Advancing the development of historical consciousness not only among Moroccan secondary school learners but also within a framework adaptable to other educational contexts worldwide.

Methodologically, the study employs both descriptive-analytical and reflective approaches. Through these, it draws upon the actual practices of history teaching at the secondary level and engages with relevant educational literature in order to achieve the stated objectives.

Keywords: Historical consciousness, Development of historical consciousness, Secondary education – Didactic framework, Universal Design for Learning.

دور المشرف التربوي في تحقيق التميز المهني لمعلمي مديرية التربية والتعليم للواء البادية الشمالية الغربية

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الملخص

هدفت الدراسة إلى الكشف عن دور المشرف التربوي في تحقيق التميز المهني لمعلمي مديرية التربية والتعليم للواء البادية الشمالية الغربية، اعتمدت الباحثة المنهج الوصفي المسحي، وتم استخدام الاستبانة أداة للدراسة وعدد فقراتها (38) فقرة، وتم التأكد من صدقها وثباتها, وتكوَّنت عينة الدراسة من (344) معلماً ومعلمة في المدارس الحكومية التابعة لمديرية تربية والتعليم للواء البادية الشمالية الغربية تم اختيارهم بالطريقة العشوائية، واظهرت النتائج أن دور المشرف التربوي في تحقيق التميز المهني لمعلمي مديرية التربية والتعليم للواء البادية الشمالية الغربية جاء بدرجة مرتفعة للكل، حيث جاء مجال التخطيط بالمرتبة الأولى، يليه مهارات التدريس، ويليه الإدارة الصفية، وبالمرتبة الأخيرة التقويم، كما اظهرت النتائج عدم وجود فروق ذات دلالة إحصائية لاستجابات افراد العينة على دور المشرف التربوي في تحقيق التميز المهني لمعلمي مديرية التربية والتعليم (مجال التخطيط، ومجال مهارات التدريس، ومجال التقويم، ومجال الإدارة الصفية) والكلي حسب متغيرات الدراسة (الجنس، والمؤهل العلمي) بينما ظهرت هناك فروق ذات دلالة إحصائية تعزى لمتغير سنوات الخبرة ولصالح ذوي سنوات الخبرة (أقل من 5سنوات)، وبناءً على نتائج الدراسة، قدمت الباحثة مجموعة من التوصيات من أبرزها، ضرورة تطوير مهارات المشرفين ومنحهم الصلاحيات اللازمة لتأدية واجباتهم المنوطة بهم .

الكلمات المفتاحية: المشرف التربوي ، التميز المهني ، معلمي ، لواء البادية الشمالية الغربية .

The Role of the Educational Supervisor in Achieving Professional Excellence among Teachers of the Directorate of Education in the North-Western Badia District

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Abstract

The study aimed to reveal the role of the educational supervisor in achieving professional excellence for teachers of the Directorate of Education for the Northwestern Badia District. The researcher adopted the descriptive approach, and The questionnaire was used as a tool for the study, and it consists of (38) items. The study sample consisted of (344) male and female teachers in government schools affiliated with the Directorate of Education for the Northwestern Badia District. The results showed that the role of the educational supervisor in achieving professional excellence for teachers of the Directorate of Education for the Northwestern Badia District came at a high level, as the field of planning came in first place, followed by teaching skills, followed by classroom management, and in last place evaluation. The results also showed that there were no statistically significant differences in the responses of the sample members on the role of the educational supervisor in achieving professional excellence for teachers of the Directorate of Education (planning field, teaching skills field, evaluation field, classroom management field) as a whole according to the study variables (gender, academic qualification), while there were statistically significant differences attributed to the variable of years of experience and in favor of those with years of experience (less than 5 years). Based on the results of the study, the researcher presented a set of recommendations, the most prominent of which is the necessity of developing the skills of supervisors and providing them with the necessary treatments to perform their assigned duties.

Keywords: Educational Supervisor, Professional Excellence, Teachers, Northwestern Badia District.

واقع وآفاق ضمان جودة التعليم العالي أقسام الترجمة بالجامعة الجزائرية أنموذجا

الأستاذة الدكتورة ليلى جباري

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ملخص البحث

يحظى التكوين الجامعي باهتمام بالغ لدى الأكاديميين الذين يحرصون على تحسين نوعية التعليم في مرحلتي الليسانسوالماستر؛ فاعتماد ضمان الجودة في مؤسسات التعليم العالي، يُكسب الطالب المرونة الفكرية ومهارات التفكير الناقد، وهو من المؤشرات الدالة لارتقاء المؤسسات الجامعية لمصاف العالمية. فالجامعة بوصفها مؤسسة فكرية تعليمية تُعد إحدى الفضاءات التي تتلقى بدورها مثل هذه المؤثرات، تمنح الباحث مهارات وخبرات لتجديد معارفه وتطويرها. لأجل ذلك تسعى الجامعة الجزائرية لاستحداث نظام الجودة الشاملة في قطاع التعليم العالي لتحقيق مستوى بيداغوجي نوعي للطلبة ومواكبة المعايير الأكاديمية العالمية.

ترصد هذه الورقة البحثية المسار التكويني لأقسام الترجمة بالجامعة الجزائرية وواقع تدريس هذه الشعبة وحيثياتها وفق نظام(**ل م دLMD** Licence – Master - Doctorat) الذي اعتمدته وزارة لتعليم العالي والبحث العلمي بالجزائر منذ عام 2004 اقتداء بالدول الأنجلو ساكسونية Anglo-Saxons المرتكز على هياكل تعليمية جديدة تتشكل وفق أطوار ثلاثة؛ بما يمنح خصوصية لهذه الشهادات وجعلها أكثر مصداقية على المستوى الوطني والعالمي. فضلا عن أن المتخرجين يمكنهم الاشتغال في ميادين اقتصادية مثل السياحة والإدارة والقضاء وميادين الاتصال بأنواعها المختلفة، أو فتح مكاتب عمومية للترجمة تعتمدها الدولة.

من أهم محاور الدراسة، محتوى المنهاج وتطلعات الطالب الجامعي العلمية والتكوينية وتنمية مهاراته المعرفية واللغوية، الإمكانيات البيداغوجية المتاحة في العملية التعلمية لشعب أقسام الترجمة، واقع تخصص الترجمة بين التكوين الأكاديمي ومتطلبات سوق العمل، استثمار الوسائل التكنولوجية الحديثة في مجال تعليمية الترجمة.

في ضوء تصورنا للموضوع، اعتمدنا المنهج الوصفي التحليلي، كونه الإطار العام الذي تنتظم فيه مكونات البحث، مشفوعا بآليات إجرائية، كالملاحظة، الاستبيان والاستنتاج.

تصبو الدراسة إلى تحقيق مجموعة من النتائج، كتضمين المناهج الدراسية آليات جديدة ترتكن إلى التحكم الجيد للمعارف العلمية والقدرة على توظيفها في مجالات متعددة، ضرورة تطوير البرامج الدراسية بصورة مستمرة لضمان جودة العليم العالي، اعتماد التعليم المدمج موازاة مع التعليم الحضوري، لخلق بيئة تعليمية تفاعلية باستخدام تقنيات إلكترونية جديدة.

الكلمات المفتاحية: الجامعة الجزائرية– ضمان الجودة – أقسام الترجمة – نظام ل م د – المناهج الدراسية

The Reality and Prospects of Quality Assurance in Higher Education: The Case of Translation Departments at Algerian Universities

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Abstract

University education is of great interest to academics who are keen on improving the quality of education at the undergraduate and master's levels. The implementation of quality assurance in higher education institutions provides students with intellectual flexibility and critical thinking skills, which are indicators of the advancement of universities to a global standard. The university, as an intellectual and educational institution, is one of the spaces that receives such influence, considering it a scientific and cognitive movement that equips researchers with skills and experiences to renew and develop their knowledge. For this reason, Algerian universities are striving to establish a total quality management system in the higher education sector.

This research paper tracks the educational path of translation departments at Algerian universities and the reality of teaching this discipline, as well as its specifics, according to the (LMD: Licence, Master, Doctorat) system implemented by the Ministry of Higher Education and Scientific Research in Algeria since 2004, following the example of Anglo-Saxon countries. This system is based on new educational structures that are organized into three levels, which grant these degrees a unique character and make them more credible at both national and global levels. Furthermore, graduates can work in various economic fields such as tourism, management, law, and different types of communication, or they can open public translation offices recognized by the state.

One of the main aspects of the study is the content of the curriculum, the scientific and training aspirations of university students, and the development of their cognitive and linguistic skills. It also examines the pedagogical resources available in the learning process for translation departments, the reality of the translation specialization between academic training and labor market requirements, and the investment in modern technological means in the field of translation education.

In light of our conception of the topic, we adopted a descriptive analytical approach, as it provides the general framework within which the components of the research are organized, accompanied by procedural mechanisms such as observation, questionnaires, and conclusions.

The study aims to achieve a set of results, such as incorporating new mechanisms into the curricula that focus on a good grasp of scientific knowledge and the ability to apply it in various fields, as well as the necessity to develop study programs continuously to ensure the quality of higher education, adopting blended learning alongside traditional education to create an interactive learning environment using new electronic technologies.

Keywords: Algerian university – quality assurance – translation departments – LMD system – curricula.

STEAM Approach in Kindergarten: A Framework for Enhancing Critical and Creative Thinking in Early Childhood

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Abstract

In recent years, there has been a global shift in early childhood education toward more integrative, child-centered approaches that foster creativity, critical thinking, and collaboration. One of the most promising frameworks emerging from this shift is STEAM an interdisciplinary approach that integrates Science, Technology, Engineering, the Arts, and Mathematics. This theoretical paper aims to explore the significance of incorporating STEAM into kindergarten curricula and highlight its role in supporting holistic child development. Drawing on key theoretical foundations, including Piaget's constructivist theory and Vygotsky's sociocultural perspective, the paper argues that STEAM aligns well with the developmental needs of young children. It emphasizes experiential learning, inquiry, and social interaction all of which are vital components of meaningful early learning. The STEAM approach allows children to make connections between different domains, develop problem-solving skills, express themselves creatively, and engage in collaborative exploration. This paper also reviews recent international literature demonstrating how STEAM enhances children's higher-order thinking skills, motivation, and engagement in learning. Despite its benefits, the implementation of STEAM in early childhood settings faces several challenges, such as insufficient teacher training, lack of developmentally appropriate resources, and the need for curricular alignment. The paper concludes with practical recommendations for integrating STEAM in kindergarten settings, including embedding STEAM in teacher preparation programs, designing age-appropriate STEAM activities, and promoting open-ended, play-based learning environments. Ultimately, adopting the STEAM approach in early childhood education not only prepares children for future academic success but also cultivates essential 21st-century skills from the earliest stages of development.

Keywords: STEAM, early childhood education, kindergarten, creative thinking, interdisciplinary learning, cognitive development.

منهج STEAM في رياض الأطفال: مدخل لتعزيز التفكير النقدي والإبداعي في الطفولة المبكرة

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شهد مجال التعليم في مرحلة الطفولة المبكرة في السنوات الأخيرة تحولًا عالميًا نحو تبني مناهج تكاملية تتمحور حول الطفل، وتهدف إلى تنمية الإبداع، والتفكير النقدي، والعمل التعاوني. ومن بين أبرز هذه المناهج يبرز منهج STEAM، وهو إطار تعليمي متعدد التخصصات يدمج بين العلوم، التكنولوجيا، الهندسة، الفنون، والرياضيات. تهدف هذه الورقة إلى استكشاف أهمية دمج منهج STEAM في مناهج رياض الأطفال، وتسليط الضوء على دوره في دعم النمو الشامل للأطفال في هذه المرحلة. استنادًا إلى الأسس النظرية لنظرية بياجيه البنائية ونظرية فيجوتسكي الاجتماعية الثقافية، تؤكد الورقة أن منهج STEAM يتماشى مع الخصائص النمائية للأطفال في سن الروضة، حيث يركز على التعلم القائم على الخبرة، والاستقصاء، والتفاعل الاجتماعي وهي جميعها مكونات أساسية للتعلم الفعّال في هذه المرحلة. ويتيح هذا المنهج للأطفال بناء روابط معرفية بين مجالات متعددة، وتطوير مهارات حل المشكلات، والتعبير الإبداعي، والانخراط في أنشطة استكشافية جماعية. تستعرض الورقة أيضًا أدبيات حديثة من سياقات دولية مختلفة تؤكد فاعلية STEAM في تعزيز مهارات التفكير العليا، وزيادة دافعية الأطفال وتفاعلهم مع التعلم. ورغم هذه الفوائد، إلا أن التطبيق الفعلي لهذا المنهج في بيئات الطفولة المبكرة يواجه تحديات عديدة، من أبرزها نقص تدريب المعلمات، وغياب الموارد المناسبة للنمو، والحاجة إلى مواءمة المنهج مع السياق المحلي. تختتم الورقة بتوصيات عملية لتفعيل STEAM في رياض الأطفال، منها تضمينه في برامج إعداد المعلمات، وتصميم أنشطة تعليمية ملائمة للعمر، وتبني بيئات تعليمية مرنة قائمة على اللعب والاستكشاف. إن اعتماد هذا النهج في الطفولة المبكرة لا يسهم فقط في بناء أسس النجاح الأكاديمي، بل يُنمّي أيضًا مهارات القرن الحادي والعشرين منذ سنوات التعليم الأولى.

الكلمات المفتاحية : الطفولة المبكرة، رياض الأطفال، التفكير الإبداعي، التعلم التكاملي، النمو المعرفي

دور تطبيقات الذكاء الاصطناعي في تطوير أساليب ممارسة العملية التعليمية - قراءة في بعض التطبيقات الرائدة كنموذجا للدراسة –

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الملخص

تهدف هذه الدراسة إلى تسليط الضوء على إحدى أهم تطبيقات الثورة الصناعية الرابعة التي أفرزتها التطورات الحديثة في قطاع تكنولوجيا المعلومات والاتصالات والمتمثلة في تقنيات الذكاء الاصطناعي، هذه الأخيرة التي اقتحمت جميع مجالات الحياة وفرضت تواجدها في العديد من القطاعات ومنها على الخصوص قطاع التعليم في مختلف مراحله، حيث سيتم من خلال هذه الدراسة التعريف بمختلف جوانب هذه التقنية (تعريفها، خصائصها، أهميتها...الخ)، ثم الوقوف على أهم مجالات استخدامها بشكل عام وفي مجال العملية التعليمية بشكل خاص وفي الأخير سنحاول أن نستعرض بعض التطبيقات الرائدة الخاصة بتوظيف هذه التقنية في العملية التعليمية، ونظرا لخصوصية هذه الدراسة التي يغلب عليها الطابع الوصفي سوف نعتمد المنهج الوصفي التحليلي في أغلب محاورها باعتباره أكثر المناهج استخداما في ميدان العلوم الإنسانية والاجتماعية، أما بخصوص النتائج المتوقع الوصول إليها فهي عديدة ومن أبرزها: - أن لتكنولوجيا الذكاء الاصطناعي أنظمة وتطبيقات عديدة أصبح يعتمد عليها في مجال العملية التعليمية منها أنظمة التعليم الذكية، أنظمة المحتوى الذكي، تطبيقات الواقع المعزز، تطبيقات الواقع الافتراضي،...الخ، وهي أنظمة وتطبيقات أصبح اللجوء إليها والاعتماد عليها يتزايد بشكل لافت للانتباه خلال الآونة الأخيرة خاصة في ظل الأوضاع الاستثنائية كحالة (الإضرابات، الحروب، الأزمات الصحية COVID19...الخ).

الكلمات المفتاحية: الذكاء الاصطناعي، التعليم الذكي، المحتوى الذكي، الواقع الافتراضي، الواقع المعزز...الخ.

The Role of Artificial Intelligence Applications in Developing Methods of Educational Practice: An Analytical Reading of Selected Leading Applications as a Study Model

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Abstract

This study aims to shed light on one of the most important applications of the Fourth Industrial Revolution that has emerged from recent developments in the ICT sector represented in artificial intelligence technologies, This technology has penetrated all areas of life and imposed its presence in many sectors, including in particular the education sector, As this study will introduce the various aspects of this technology (its definition, characteristics, importance ... etc), Then, trying to highlight the most important areas of its use in general and in the field of the educational process in particular, as it is the essence of the study, In view of the specificity of this study, which is predominantly descriptive, we will adopt the descriptive and analytical approach in most of the study axes, as it is the most used method in the field of human and social sciences, As for the findings, they are many and varied, the most prominent and important of which are: - Artificial intelligence technology has many applications used in the educational process, including smart education systems, smart content systems, augmented reality applications, virtual reality applications, self-learning...etc., These are systems and applications that the resort to and reliance on has increased remarkably in recent times, Especially in exceptional and unusual situations such as (strikes, wars, health crises COVID19...etc).

Keywords: Artificial Intelligence, Smart Education, Smart Content, Virtual Reality…etc

الجدارات المهنية كمدخل لتطوير أداء قيادات المديريات العامة للتربية والتعليم بسلطنة عُمان (ولاية كلومبيا البريطانية بكندا أنموذجًا)

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الملخص

هدفت الدراسة الحالية إلى تعرف الجدارات المهنية كمدخل لتطوير أداء قيادات المديريات العامة للتربية والتعليم بسلطنة عُمان في ضوء خبرة ولاية كلومبيا البريطانية بكندا. واتبعت الدراسة المنهج الوصفي، كما استخدمت تحليل الوثائق في جمع البيانات والمعلومات. وكشفت نتائج الدراسة عن قيام وزارة التربية بولاية كلومبيا البريطانية بكندا بوضع أربع جدارات رئيسة للقيادات التربوية في المناطق التعليمية؛ الأول: القيادة الشخصية حيث يُظهر ذكاءً عاطفيًا ويُجسّد قيم المؤسسة، ويتضمن ثلاثة جدارات فرعية؛ وهي: الوعي الذاتي، والشجاعة والنزاهة، والمرونة. والثاني قيادة الأفراد حيث يساعد الأفراد على النمو وتحقيق إمكاناتهم، ويشتمل على ثلاثة جدارات فرعية؛ وهي: العلاقات، وبناء القدرات، والتعاون والعمل الفريقي. والثالث: القيادة البصيرة حيث يلهم الأفراد لاحتضان التغيير المؤسسي، ويتضمن ثلاثة جدارات فرعية؛ وهي: التخطيط الاستراتيجي، والتعلم والابتكار، والمجتمع والثقافة. والرابع القيادة التنظيمية حيث يدير موارد المنظمة بفاعلية ويتخذ القرارات الرشيدة، ويشتمل على جدارين فرعيين؛ وهما: صنع القرار، والموارد. وأوصت الدراسة بقيام وزارة التربية والتعليم بسلطنة عُمان ببناء جدارات مهنية لقيادات المديريات العامة للتربية والتعليم استفادة من خبرة ولاية كلومبيا البريطانية الكندية ، وكذلك تدريب القيادات الحالية والمستقبلية عليها، كما يتم الاعتماد عليها في تطوير واجباتهم الوظيفية، وفي عمليات المتابعة والرقابة والإشراف عليهم، وفي تقويم أدائهم الوظيفي وترقياتهم للمناصب العليا.

الكلمات المفتاحية: الجدارات المهنية - القيادات - المديريات العامة للتربية والتعليم - سلطنة عُمان – ولاية كلومبيا البريطانية بكندا.

برامج إعداد مشرفي مديري المدارس في بعض الولايات الأمريكية وإمكانية الإفادة منها بسلطنة عُمان

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هدفت ورقة العمل الحالية إلى تعرف برامج إعداد مشرفي مديري المدارس في بعض الولايات الأمريكية وإمكانية الإفادة منها بسلطنة عُمان. واتبعت الدراسة المنهج الوصفي، كما استخدمت تحليل الوثائق في جمع البيانات والمعلومات. وتم تناول برامج إعداد مشرفي مديري المدارس في ست ولايات أمريكية؛ وهي: تكساس، ومونتانا، وأوكلاهوما، وماساتشوستس، ونيوجيرسي، وكينتاكي. وكشفت النتائج عن وجود أربع مسارات لبرامج إعداد مشرفي مديري المدارس في الولايات الأمريكية الستة ، الأول البرامج المُتمركزة على الجامعات، والثاني البرامج المُتمركزة على الروابط المهنية، والثالث البرامج المُتمركزة على المعاهد التدريبية، والرابع البرامج المُتمركزة على أقسام التعليم بالولايات، وهذه المسارات تضمن وتحقق فرص متنوعة لمُشرفي مديري المدارس للحصول على هذه البرامج وفق ظروفهم المهنية، وكذلك تطلعاتهم وآمالهم وطموحاتهم الوظيفية، كما أن هذا التنوع في البرامج توفر لمُشرفي مديري المدارس تعرف أحدث الاتجاهات العالمية المُعاصرة في مجال الإشراف والقيادة، بالإضافة إلى تركيزها على مجالات ترتبط ارتباطًا وثيقًا بعمل مُشرفي مُديري المدارس؛ مثل: المعايير المهنية، وأسس القيادة التعليمية، والتخطيط الاستراتيجي ، وتطوير النظم والسياسات التعليمية ، وعلاقات العمل، والمناهج الدراسية والتعليم، والقضايا القانونية ، والتمويل ومُشكلات العمل، وصنع واتخاذ القرارات، والميزانية ، وتقويم الأداء ، وتوظيف التكنولوجيا، وأدوات جمع البيانات والمعلومات وتحليلها، والتغذية الراجعة. وأوصت الدراسة بقيام وزارة التربية والتعليم بسلطنة عُمان بتطوير نظام إعداد مشرفي الإدارة المدرسية في المعهد التخصصي للتدريب المهني للمعلمين استفادة من خبرات بعض الولايات الأمريكية، وذلك من خلال مشاركة المؤسسات التعليمية والتدريبية والبحثية في برامج الإعداد، وتضمين محتوى هذه البرامج موضوعات وقضايا مهمة؛ وذلك مثل: المعايير والجدارات المهنية، والقيادة التعليمية، والتكنولوجيا الرقمية والذكاء الاصطناعي، وتطوير النظم والسياسات التعليمية، والإدارة الذاتية للمؤسسات التعليمية.

الكلمات المفتاحية: برامج الإعداج - مشرفي مديري المدارس - سلطنة عُمان – الولايات المتحدة الأمريكية.

الجدارات الرقمية كمدخل لتطوير الأداء التكنولوجي للمُعلمين في المدارس بسلطنة عُمان (المعهد الوطني لتكنولوجيا التعليم وتدريب المعلمين بإسبانيا أنموذجًا)

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هدفت ورقة العمل الحالية إلى تعرف الجدارات الرقمية كمدخل لتطوير الأداء التكنولوجي للمُعلمين في المدارس بسـلطنة عُمان في ضوء نموذج المعهد الوطني لتكنولوجيا التعليم وتدريب المعلمين بإسبانيا ، واتبعت المنهج الوصفي، كما استخدمت تحليل الوثائق في جمع البيانات والمعلومات. وتناولت ورقة العمل مبحثين؛ الأول: نموذج المعهد الوطني لتقنيات التعليم وتدريب المعلمين بإسبانيا في الجدارات الرقمية للمعلمن، واشتمب على خمس جدارات ؛ الأول: التثقيف المعلوماتي والبياناتي، وتضمن ثلاثة جدارات فرعية؛ هي: تصــفح البيانات والمعلومات والمحتوى الرقمي والبحث عنها وتصـفيتها، وتقويم البيانات والمعلومات والمحتوى الرقمي، وإدارة واسـترجاع البيانات والمعلومات والمحتوى الرقمي. والجدار الثاني التواصل والتعاون، وتضـمن سـتة جدارات فرعية؛ هي: التفاعل عبر التقنيات الرقمية، ومشـاركة المعلومات والمحتوى الرقمي، ومشاركة المواطنين عبر الإنترنت، والتعاون عبر التقنيات الرقمية، وآداب التعامل على الإنترنت، وإدارة الهوية الرقمية. والجدار الثالث إنشـاء المحتوى الرقمي ، وتتضمـن أربعة جدارات فرعية؛ هي: تطوير المحتوى الرقمي، ودمج المحتوى الرقمي وإعادة صياغته، وحقوق النشر والتراخيص، والبرمجة. والجدار الرابع السـلامة ، وتضمن أربعة جدارات فرعية؛ هي:حماية الأجهزة، وحماية البيانات الشـخصية والخصوصية، وحماية الصـحة، وحماية البيئة. والجدار الخامس حل المشكلات ، وتضمن أربعة جدارات فرعية؛ هي: حل المشكلات التقنية، وتحديد الاحتياجات والاستجابات التكنولوجية، والابتكار والاستخدام الإبداعي للتقنيات الرقمية، وتحديد الثغرات في الكفاءة الرقمية. وتضمن المبحث الثاني جهود وزارة التربية والتعليم بسـلطنة عُمان في دعم وتطوير الأداء التكنولوجي للمُعلمين، واشـتمل على سـتة محاور؛ وهي:الواجبات الوظيفية للمُعلمين، ومشـروع البوابة التعليمية، والتنمية المهنية للمُعلمين ، والإشراف التربوي ، والمعايير المهنية للمُعلمين، التعليم الالكتروني والمُدمج أثناء جائحة كورونا. وأوصـت ورقة العمل بقيام وزارة التربية والتعليم بسـلطنة عُمان ببناء جدارات رقمية للمُعلمين وتدريبهم عليها، بالتعاون مع المؤسـسـات التعليمية المعنية بهذا المجال؛ مثل: كليات وأقسـام التربية في الجامعات العُمانية، والجمعية العمانية لتقنيات التعليم ، وذلك من خلال الإفادة من نموذج المعهد الوطني لتكنولوجيا التعليم وتدريب المعلمين بإسبانيا ؛ لتكون دليلًا ومرشـدًا لهم في كافة ممارساتهم التكنولوجية الرقمية، وفي عمليات الإشراف عليهم وتقويم أدائهم الوظيفي، وفي برامج تنميتهم المهنية.

الكلمات المفتاحية: الجدارات الرقمية للمُعلمين - سلطنة عُمان- نموذج المعهد الوطني لتكنولوجيا التعليم وتدريب المعلمين بإسبانيا.

حقيقة تأثير المخدرات الرقمية على السلوك الإنساني

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تعد المخدرات الرقمية من الاكتشافات الحديثة في هذا العصر ولكن الحديث عنها بمصطلح الرنين قد تم تداوله منذ العام 1838م نتيجة لأبحاث هيزك فيلهيم الذي وصل إلى نتيجة مفادها أنه إذا سلط ترددين مختلفين من الأصوات لكل أذن من أذني الإنسان فإن الدماغ يعمل على معالجة الصوتين ليكون ترددهما واحدًا. وقد استخدمت أبحاث هيزك لأول مرة من أجل علاج بعض المرضى النفسيين عند رفضهم للعلاج الدوائي, ثم تقرر أمر المخدرات الرقمية وفق دراسات تم تعميمها لنخدع الدماغ عن طريق بث ذبذبات صوتية تختلف في درجتها من أذن إلى أخرى عند من يستمع لها.

هدف البحث إلى التعريف بالمخدرات الرقمية وتفسير كيفية عملها, كما هدف إلى الوقوف على تأثيرها على دماغ الإنسان, والتعرف على حقيقة تأثيرها على سلوك من يتعاطاها ومعرفة مدى التشابه بينها وبين المخدرات بأنواعها الطبيعية والمصنعة.

ويتوقع أن يصل البحث إلى نتائج أهمها: أن موضوع المخدرات الرقمية من الموضوعات الحديثة نسبياً, وأن تأثيرها على سلوك الإنسان على نحو يشابه تأثير المخدرات الطبيعية أو المصنفة محل خلاف بين علماء النفس.

عليه فلابد من إجراء بحوث دقيقة في مجال المخدرات الرقمية للوقوف على حقيقتها ومدى تأثيرها المباشر على سلوك الإنسان, كما لابد من تحذير الشباب من تداولها والاستماع إليها إلى حين التأكد من حقيقة تأثيرها.

The Reality of the Impact of Digital Drugs on Human Behavior

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Abstract

Digital drugs are one of the recent discoveries in this era, but talking about them with the term resonance has been circulated since 1838 AD as a result of the research of Hezek Wilhelm, who came to the conclusion that if two different frequencies of sounds are delivered to each of the human ears, the brain works to process the two sounds so that their frequency is the same. Hezek's research was first used to treat some psychiatric patients when they refused pharmaceutical treatment, and then digital drugs were decided according to studies that were generalized to trick the brain by broadcasting sound vibrations that vary in pitch from one ear to another for those who listen to them.

The research aimed to introduce digital drugs and explain how they work, as well as to identify their effect on the human brain, identify the reality of their effect on the behavior of those who use them, and determine the extent of the similarity between them and drugs of natural and manufactured types.

The research is expected to reach the most important results: The topic of digital drugs is a relatively new topic, and their effect on human behavior in a manner similar to that of natural or manufactured drugs is controversial among psychologists.

Therefore, it is necessary to conduct rigorous research in the field of digital drugs to determine their reality and the extent of their direct impact on human behavior, and to warn young people against trading and listening to them until the truth of their impact is confirmed.

Dinleme Eğitimi Araştırmalarına Genel Bakış: Bir Meta-Sentez Çalışması

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Özet

Bu araştırmada, dinleme eğitimi alanında yapılan çalışmaların çeşitli değişkenler açısından incelenmesi amaçlanmıştır. Belirtilen amaç doğrultusunda araştırmanın yöntemi nitel araştırma yöntemlerinden meta-sentez yöntem olarak desenlenmiştir. Çalışmada incelenecek dokümanlara ulaşabilmek için öncelikle "dinleme, dinleme eğitimi, dinleme becerisi, anlama becerileri, anlama becerisi" anahtar kelimeler olarak belirlenmiş ve bu anahtar kelimeler doğrultusunda YÖK Ulusal Tez Merkezi, Google Akademik ve TR Dizin veri tabanlarında 2021 yılına kadar olan çalışmaların taraması yapılmıştır. Yapılan taramalar sonucunda YÖK Ulusal Tez Merkezi veri kaynağında 315, Google Akademik veri kaynağında 762 ve TR Dizin veri kaynağında 663 çalışmaya ulaşılmıştır. Meta-sentezin doğası gereği çalışmalara yönelik sınırlılıklar ve dâhil edilme ölçütleri belirlenerek veri kaynaklarından 95 adet çalışma incelenmek için seçilmiştir. Seçilen 95 çalışmaya kod numaraları Ç1, Ç2, Ç3…Ç95 şeklinde verilmiştir. Çalışmaların adı, tür bilgileri, yöntemleri, veri toplama araçları, veri analiz yöntemleri tablolarla araştırmada yer almıştır. Elde edilen betimsel özellikler yorumlanarak çalışmaların genel görünümleri açığa çıkarılmıştır. Çalışmaların yönteme uygun bir şekilde sentezinin yapılabilmesi için çalışmalara ait anahtar kelimelerin görünümü tablo ve şekille gösterilmiş, çalışmalardaki öneri ve sonuçlar konularına göre gruplandırılarak tema biçiminde kategorize edilmiş ve bulgular bölümünde ayrı ayrı başlıklandırılarak incelenmiştir. Sonuç ve tartışma bölümünde bulgulardan hareketle elde edilen sonuçlar alanyazındaki benzer ve farklı çalışmalarla harmanlanarak değerlendirilmiştir. Bulgulardan hareketle dinlemeye yönelik; 184 anahtar kelimenin kullanıldığı, uygulamaya dönük öneri türünün diğer öneri türlerinden fazla olduğu, akademik çalışma incelemelerinin az olduğu, dinleme eğitimine ilişkin çeşitli etki alanlarının olduğu, görüşler ve yaklaşımlar arasında çeşitli farklılıkların bulunduğu, dinleme eğitiminin öğretim programında yeterli düzeyde temsil edilmediği,

metin ve etkinliklerin istenilen düzeyde yer almadığı, sorunların kaynaklarında farklılıkların olduğu, strateji ve yöntemlerin kullanımında eksikliklerin bulunduğu sonuçlarına ulaşılmıştır. Ayrıca dinlemeye yönelik elde edilen sonuçlar doğrultusunda dinlemeye ait değer yargıları ortaya konmuştur. Araştırmada son olarak sonuçlardan hareketle alanyazında çalışma yapacak araştırmacılar için çeşitli önerilerde bulunulmuştur.

Anahtar Kelimeler: Dinleme, dinleme eğitimi, dinleme becerisi, anlama becerileri, anlama becerisi.

A General Overview of Listening Education Research: A Meta-Synthesis Study

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Abstract

In this study, it is aimed to examine the studies in the field of listening education in terms of diverse variables. In line with the stated purpose, the method of the research was designed as a meta-synthesis technique, one of the qualitative research methods. In order to reach the documents to be examined in the investigation, "listening, listening training, listening skills, comprehension skills, cognition skill" were determined as keywords and studies up to 2021 were searched in the YÖK National Thesis Center, Google Academic and TR Index databases in the direction of these keywords. As a result of the scans, 315 studies were found in the CoHE National Thesis Center data source, 762 in the Google Academic data source and 663 studies in the TR Index data source. Due to the nature of the meta-synthesis, the limitations and inclusion criteria of the studies were determined and 95 studies were selected from the data sources. The 95 selected studies were given code numbers as Ç1,Ç2,Ç3 ...Ç95. The name of the studies, species information, methods, data collection tools, data analysis methods were included in the study with tables. The general views of the studies were revealed by interpreting the descriptive features obtained. In order for the studies to be synthesized in accordance with the method, the appearance of the keywords belonging to the studies were shown in tables and figures, the suggestions and results in the studies were grouped according to their topics and categorized as themes, and were examined under separate headings in the findings section. In the conclusion and discussion section, the results obtained from the findings were evaluated by blending them with identical and different studies in the literature. Based on the findings, for listening; It has been concluded that 184 keywords are used, the type of suggestions for practice is more than other types of suggestions, there are few academic studies, there are various fields of influence on listening education, there are various differences between views and approaches, listening education is not adequately represented in the curriculum, texts and activities are not adequately represented in the curriculum, there are differences in the sources of the problems, there are deficiencies in the use of strategies and methods. In addition, in accordance with the consequences obtained for listening, the standard of judgments about listening was revealed. Finally, based on the results of the study, various suggestions were made for researchers who will study the literature.

Keywords: Listening, listening training, listening skills, comprehension skills, cognition skill.

Aktif Yaşlanmada Eğitim Boyutu: Küresel Yaklaşımlar ve Türkiye İçin Andragojik Çıkarımlar

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Özet

Türkiye bağlamında son yıllarda geliştirilen politika belgeleri, halk eğitim merkezleri ve üniversite temelli girişimler, yaşlı bireylerin yaşam boyu öğrenme süreçlerine katılımı için önemli bir potansiyel oluşturmaktadır. Halk Eğitim Merkezleri'nin sunduğu geniş kurs yelpazesi ve üniversitelerde yaygınlaşan "Üçüncü Yaş Üniversitesi" gibi uygulamalar bu alandaki olumlu örneklerdir. Ancak yaşlıların eğitime katılımını düzenli biçimde izleyen göstergelerin bulunmaması ve dijital okuryazarlık düzeylerindeki yetersizlikler, öğrenme süreçlerine aktif katılımın önündeki temel engeller olarak öne çıkmaktadır. Bu noktada, dijital kapsayıcılığın artırılması ve yaşlı nüfusun yeni öğrenme fırsatlarına erişiminin kolaylaştırılması, eğitimde fırsat eşitliği açısından kritik önemdedir. Bu nedenle 2025 yılında düzenlenecek Yaşlılar Çalıştayı, mevcut durumun kapsamlı biçimde ele alınması, yaşlıların eğitime erişiminde karşılaşılan engellerin ve fırsatların değerlendirilmesi, uluslararası iyi uygulamaların paylaşılması ve andragoji ilkeleriyle uyumlu yeni stratejilerin geliştirilmesi için önemli bir fırsat olarak görülmektedir. Çalıştayın, politika yapıcılar ve uygulayıcı kurumlar açısından yol gösterici bir platform işlevi görerek yaşlı bireylerin eğitim hakkının güçlendirilmesine, toplumsal katılımın artırılmasına ve yaşam boyu öğrenmenin ileri yaşlarda da sürdürülebilir biçimde desteklenmesine katkı sunacağı öngörülmektedir. Bu çalışmanın gerekçesi de buradan kaynaklanmakta olup, yaşlı nüfusun artışıyla birlikte eğitim hakkının ileri yaşlarda da sürdürülebilir biçimde desteklenmesi hem bireysel hem de toplumsal düzeyde bir gereklilik olarak görülmektedir. Çalışmanın yöntemi, karşılaştırmalı eğitim araştırması deseni olup, yaşlı bireylerin öğrenme süreçlerini etkileyen faktörler belirli analiz başlıkları çerçevesinde sistematik olarak ele alınmıştır. Araştırmada, yedi kıtadan seçilmiş ülkelerin yaşlılara yönelik eğitim politikaları, program modelleri ve uygulamaları değerlendirilmiş; veriler uluslararası kuruluş raporları, ulusal istatistikler ve çeşitli akademik çalışmalar gibi kaynaklardan derlenmiştir. Bulgular, politik çerçeve ve yasal düzenlemeler, eğitim içerikleri ve program çeşitliliği, teknoloji ve dijital öğrenme erişimi, finansman ve sürdürülebilirlik modelleri, katılımcı profili ve erişilebilirlik ile başarı ve etki değerlendirme mekanizmaları başlıkları kapsamında ele alınmış; karşılaştırma sonucunda farklı bölgelerdeki güçlü ve zayıf yönler ortaya konmuştur. Çalışma, bu değerlendirmelerden hareketle politika yapıcılar, eğitim kurumları ve yerel yönetimler için somut öneriler geliştirmekte; yaşlı bireylerin yaşam boyu öğrenme süreçlerine aktif katılımının toplumsal refah, sosyal uyum ve bireysel iyi oluş açısından stratejik önemini vurgulamaktadır.

Anahtar Kelimeler: andragoji, yaşam boyu öğrenme, yaşlı nüfus, karşılaştırmalı eğitim, üçüncü yaş üniversitesi.

The Educational Dimension of Active Aging: Global Approaches and Andragogical Implications for Turkey

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Abstract

In the context of Turkey, policy documents developed in recent years, public education centers, and university-based initiatives constitute a significant potential for the participation of older adults in lifelong learning processes. The wide range of courses offered by Public Education Centers and the increasing prevalence of initiatives such as the "University of the Third Age" at universities stand out as positive examples in this field. However, the lack of systematically monitored indicators of older adults' participation in education and the inadequacy of digital literacy levels emerge as major barriers to active engagement in learning processes. At this point, enhancing digital inclusiveness and facilitating access to new learning opportunities for the elderly are of critical importance in terms of educational equity. Therefore, the Elderly Workshop to be held in 2025 is regarded as a crucial opportunity for comprehensively addressing the current situation, evaluating barriers and opportunities in older adults' access to education, sharing international best practices, and developing new strategies in line with andragogical principles. The workshop is expected to serve as a guiding platform for policymakers and implementing institutions, contributing to the strengthening of older adults' right to education, the enhancement of social participation, and the sustainable support of lifelong learning in later stages of life. The rationale for this study arises from this need, as the growing elderly population makes it essential to sustain the right to education in advanced age both at the individual and societal levels. The study adopts a comparative education research design, systematically examining the factors affecting older adults' learning processes under specific analytical categories. In this research, countries selected from across seven continents were evaluated in terms of their educational policies, program models, and practices for older adults, with data derived from sources such as international organization reports, national statistics, and various academic studies. The findings were assessed under the headings of policy frameworks and legal regulations, educational content and program diversity, technology and access to digital learning, financing and sustainability models, participant profiles and accessibility, and mechanisms for success and impact evaluation; through comparison, the strengths and weaknesses of different regions were revealed. Based on these assessments, the study develops concrete recommendations for policymakers, educational institutions, and local administrations, emphasizing the strategic importance of older adults' active participation in lifelong learning processes for social welfare, social cohesion, and individual well-being.

Keywords: andragogy, lifelong learning, elderly population, comparative education, university of the third age.

Ülkelerin PISA 2022 Başarı Profillerinin İkili Kümeleme Yöntemiyle İncelenmesi

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Özet

İkili kümeleme (biclustering), bir veri matrisinin hem satırlarını (gözlemler) hem de sütunlarını (değişkenler) eşzamanlı olarak kümeleyen bir analiz yöntemidir. Bu yaklaşım ilk olarak Hartigan (1972) tarafından tanıtılmış, daha sonra Cheng ve Church (2000) tarafından gen ifade (gene expression) verilerinin analizinde uygulanmıştır. En yaygın kullanılan ikili kümeleme yöntemlerinden biri olan Cheng ve Church (CC) algoritması, gözlemler ve değişkenler arasındaki gizli yapıları ortaya çıkaran tutarlı alt matrisleri belirlemektedir. Bu çalışmada, PISA 2022 eğitim verileri üzerinde ikili kümeleme yöntemlerinden CC algoritması ile klasik kümeleme yöntemlerinden k-ortalamalar (k-means) algoritması uygulanmış ve sonuçlar karşılaştırmalı olarak analiz edilmiştir. Çalışmada OECD üyesi 82 ülkenin matematik, okuma ve fen bilimleri ortalama puanları kullanılmıştır. Elde edilen bulgular, ikili kümeleme yönteminin hem değişkenler hem de gözlemler arasındaki yerel örüntüleri ortaya çıkarmada, klasik kümeleme yöntemlerine kıyasla daha derin ve çok boyutlu bir analiz imkanı sunduğunu göstermektedir.

Anahtar Kelimeler: İkili kümeleme, Cheng ve Church algoritması, k-ortalamalar, PISA 2022, kümeleme analizi

An Analysis of Countries' PISA 2022 Achievement Profiles Using the Two-Step Cluster Method

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Abstract

Biclustering is an analytical method that simultaneously clusters both the rows (observations) and columns (variables) of a data matrix. This approach was first introduced by Hartigan (1972) and later applied by Cheng and Church (2000) to the analysis of gene expression data. One of the most widely used biclustering methods, the Cheng and Church (CC) algorithm, identifies coherent submatrices that reveal hidden structures between observations and variables. In this study, the PISA 2022 education dataset was analyzed using the CC algorithm as a biclustering method and the k-means algorithm as a classical clustering approach. The data include the average scores in mathematics, reading, and science of 82 OECD member countries. The findings indicate that the biclustering method offers a more comprehensive and multidimensional analytical perspective compared to traditional clustering approaches, effectively uncovering local patterns among both variables and observations.
Keywords: Biclustering, Cheng and Church algorithm, k-means, PISA 2022, clustering analysis

Hayat Bilgisi Dersinde Kavramların Öğretimine Yönelik Bir Derleme

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Özet

Hayat Bilgisi dersi, ilkokul düzeyinde öğrencilerin yaşadıkları çevreyi tanımaları, toplumsal rollerini öğrenmeleri ve günlük yaşamda gerekli bilgi, beceri ve değerleri kazanmaları açısından temel bir ders niteliğindedir. Bu süreçte kavram öğretimi, öğrencilerin bilgiyi yapılandırmalarını, anlamlı öğrenmeler gerçekleştirmelerini ve yeni bilgileri önceki deneyimlerle ilişkilendirmelerini sağlayan temel bir unsur olarak öne çıkmaktadır. Bu derleme çalışmasında, Hayat Bilgisi dersinde kavramların öğretimine ilişkin ulusal ve uluslararası literatür incelenmiştir. Bulgular, kavram öğretiminde doğrudan yaşantıların, görsel materyallerin, drama ve oyun temelli etkinliklerin, ayrıca okul dışı öğrenme ortamlarının kullanımının öğrencilerin kavramsal gelişimlerini desteklediğini göstermektedir. Ayrıca kavram yanılgılarının erken dönemde tespit edilmesinin, öğrenme süreçlerinde yanlış bilgilerin kalıcı hale gelmesini önlediği vurgulanmaktadır. Öğretmenlerin, öğrencilerin kavram gelişimlerini sürekli izlemeleri ve alternatif ölçme-değerlendirme araçlarından yararlanmaları önerilmektedir. Sonuç olarak, Hayat Bilgisi dersinde kavramların planlı, sistematik ve öğrenci merkezli etkinliklerle işlenmesi; öğretmenlerin bu konuda hizmet içi eğitimlerle desteklenmesi; ailelerin ise süreçte işbirliğine dâhil edilmesi gerektiği sonucuna ulaşılmıştır. Böylece öğrencilerin yalnızca kavramsal bilgi değil, aynı zamanda eleştirel düşünme, problem çözme ve çevre bilinci gibi üst düzey beceriler de kazanmaları mümkün olabilmektedir.

Anahtar Kelimeler: Hayat Bilgisi, kavram öğretimi, derleme, anlamlı öğrenme, kavram yanılgısı

A Review of Concept Teaching in the Life Sciences Course

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Abstract

The Life Studies course in primary education is a fundamental subject that enables students to recognize their environment, learn their social roles, and acquire the knowledge, skills, and values necessary for daily life. Within this process, concept teaching emerges as a key element that allows students to construct knowledge, achieve meaningful learning, and relate new information to their previous experiences. This review study examines national and international literature on concept teaching in the Life Studies course. Findings indicate that the use of direct experiences, visual materials, drama and play-based activities, as well as out-of-school learning environments, supports students' conceptual development. Moreover, identifying misconceptions at an early stage prevents incorrect knowledge from becoming permanent in the learning process. It is emphasized that teachers should continuously monitor students' conceptual growth and make use of alternative assessment tools. In conclusion, concepts in the Life Studies course should be taught in a planned, systematic, and student-centered manner. Teachers should be supported with in-service training, while families should also be included in the process through cooperation. Thus, students can acquire not only conceptual knowledge but also higher-order skills such as critical thinking, problem solving, and environmental awareness.

Keywords: Life Studies, concept teaching, review, meaningful learning, misconceptions

Göçmen Öğrencilere Türkçe Öğretirken Öğretmenlerin Karşılaştıkları Sorunlar: Sivas İli Örneği

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Özet

Günümüzde savaştan kaçan ve ülkemize sığınan Suriyeli göçmenlerin temel ihtiyaçlarının yanında eğitim öğretim ihtiyaçları da büyük önem arz etmektedir. Suriyeli göçmen öğrenciler Türkçe bilmediklerinden MEB okullarında öğrenim görme aşamasına başlamakla birlikte bir uyum sorunu, öğretmenler ise Türkçe öğretiminde birçok sorun yaşamaktadırlar. Karşılaşılan sorunların tespiti ve bunlara yönelik çözüm arayışına katkıda bulunulması amacıyla, çalışmamızda 2021-2022 yılında Sivas ilindeki ortaokullarda görev yapan öğretmenlerle bir araştırma yürütülmüştür. Araştırma kapsamında toplam 35 Türkçe öğretmeni ile görüşmeler gerçekleştirilmiştir. Yapılan görüşmeler neticesinde göçmen çocuklara Türkçe öğretiminde karşılaşılan sorunlar tespit edilmiştir. Katılımcıların dilbilgisi, dinleme, okuma, yazma ve konuşma öğretirken yaşadıkları problemlerle ilgili bulgularda önemli yanıtlar alınmıştır. Dilbilgisi ve dil öğrenimi konularında karşılaşılan güçlüklerle ilgili doğrudan inceleme yapılan bir çalışma alan yazında bulunmadığından bu konudaki sorunların çalışmamızın özgün değeri açısından önem taşıdığını söylemek mümkündür. Bunun yanı sıra öğrencilerin özellikle kelime dağarcığı konusunda da yetersizlik yaşadıkları tespit edilmiştir. Çalışmanın sonuç kısmında tespit edilen sonuçlar ışığında, bu sorunların çözümü adına önerilerde bulunulmuştur.

Anahtar Kelimeler: Yabancılara Türkçe öğretimi, Suriyeli göçmen öğrenciler, Türkçe öğretmenleri.

Challenges Faced by Teachers in Teaching Turkish to Migrant Students: The Case of Sivas Province

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Abstract

Today, besides the basic needs of Syrian immigrants who took refuge in our country away from the war in Syria, their education and training needs are of great importance. Since Syrian migrant students do not know Turkish, they start to study in MEB schools, but they experience an adaptation problem and teachers experience many problems in teaching Turkish. In this study, a research was conducted with teachers working in secondary schools in Sivas province in 2021-2022 with the eim of identifying the problems encountered and contributig to the search for solutions, interviews were conducted with a total of 35 Turkish teachers. As a result of the interviews, the problems encountered in teaching Turkish to immigrant children were determined. Important answers were received in the findings regarding the problems experienced by the participants while teaching grammar, listening, reading, writing and speaking. Since there is no study in the literature about the difficulties encountered in grammar and language learning, it is possible to say that the problems on this subject are important in terms of the original value of our study. In addition, it has been determined that students have inadequacy especially in vocabulary. In the conclusion of the study determined in the conclusion part of the study, suggestions have been made for the solution of the problems.

Keywords: Teaching Turkish to foreigners, Syrian migrant students, Turkish teachers.

Okullarda Örgütsel Tükenmişlik ve Öğretmen Failliği

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Özet

Bu literatür taraması çalışması, okullarda öğretmenlerin yaşadığı örgütsel tükenmişlik olgusunu ve bu durumun öğretmen failliği üzerindeki etkilerini kuramsal düzeyde incelemeyi amaçlamaktadır. Örgütsel tükenmişlik, öğretmenlerin mesleki rollerinden kaynaklanan sürekli stres, duygusal yorgunluk, kişisel başarısızlık hissi ve duyarsızlaşma gibi belirtilerle ortaya çıkan psikolojik bir durum olarak tanımlanmaktadır. Eğitim literatüründe, yüksek düzeyde tükenmişliğe maruz kalan öğretmenlerin motivasyonlarında azalma, iş doyumlarında düşüş ve mesleki bağlılıklarında kopuş gözlemlendiği ifade edilmektedir. Bu durum, öğretmenlerin kendi mesleki rollerini aktif olarak üstlenmeleri, karar süreçlerine katılmaları ve eğitimsel dönüşümün öznesi olmaları anlamına gelen "öğretmen failliği" kavramını da olumsuz yönde etkilemektedir. Öğretmen failliği, bireyin kendi mesleki kimliğini güçlendirmesi, sınıf içi ve okul genelinde pedagojik müdahalelerde bulunabilmesi ve değişimin taşıyıcısı haline gelebilmesi açısından kritik bir öneme sahiptir. Ancak örgütsel tükenmişlik, bu failliğin zayıflamasına ve öğretmenlerin edilgen bir pozisyona sürüklenmesine neden olabilmektedir. Bu bağlamda yapılan literatür incelemeleri, örgütsel yapının öğretmen tükenmişliğini önleyici politikalar üretmesi ve öğretmen failliğini destekleyici bir okul iklimi oluşturması gerektiğini vurgulamaktadır. Bu çalışmanın bulguları, öğretmenlerin mesleki refahı ile eğitimde kalite arasında doğrudan bir ilişki olduğunu ortaya koymaktadır.

Anahtar Kelimeler: Örgütsel Tükenmişlik, Öğretmen Failliği, Mesleki Refah, Eğitimde Kalite.

Hafızlığa Hazırlık Sürecinde Tematik Ezber Yapma: Ahkâm Âyetleri Örneği

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Özet

Geleneksel hafızlık eğitiminde hafızlığa hazırlık sürecinde ezberlenmesi hedeflenen sûreler/âyetler, İslâm ülkelerinde çoğunlukla pedagojik kolaylık ve geleneksel uygulamalara dayalı olarak seçilmektedir. Ezberlenecek sûrelerin veya yerlerin uzunluğu, ülkeden ülkeye farklılık gösterir. Örneğin Türkiye'de, 30. cüz, Yâsin, Mülk, Hucurat, Rahman ve Fetih sûreleridir. Diğer bazı ülkelerde Kur'an'ın son 3 cüzü ile 7 cüzü arasında değişmektedir. Bu yaklaşım, öğrencinin hafızlığa hazır olup olmadığını test etmek, onun hafızlık eğitimine karşı sabrını ölçmek vb. sebeplerle yapılmaktadır. Bu yaklaşımın kıraat ve tecvid ilmine tek yönlü bir katkı sağladığı söylenebilir. Bu çalışma, hafızlığa hazırlık sürecinde ayetlerin konular bağlamında, ahkâm ayetleri örneğinde olduğu gibi tematik olarak sınıflandırılmasını önermektedir. Yeni yaklaşıma göre öğrenci Nâs sûresinden Duhâ sûresine kadar ezberledikten sonra ahkâm âyetlerini ezberleyerek hafızlığa hazırlık sürecini tamamlar. Tematik hafızlık, hafız adayı öğrencinin Kur'an'ı anlamasına katkı sağlayabilir. Çünkü Kur'an-ı Kerim, sadece okunmak için var olan bir metin değildir. O, ibadet, muâmelât, aile hukuku, ceza hukuku, ahlâk, kelam vb. İslâmî ilimlerin kaynağı olan bir kitaptır. Haliyle Kur'an'da evvela bilinmesi gereken bilgilerden bir kısmı fıkhî hükümlerle ilgili olanlardır. Bunlara literatürde ahkâm ayetleri denir. Ahkâm ayetlerinin sayıları konusunda bir ihtilaf olsa da Cessâs'ın Ahkâmü'l-Kur'an isimli klasik eseri ile Modern dönemde yazılmış ve diğer mezheplerin ahkâm tefsirlerini de referans aldığı Sâbûnî'nin Revâî'u'l-beyân isimli ahkâm tefsirinde bulunan âyetlerin asgarî müştereği sağlayacağı düşünülmektedir. Bu da en az 55 en fazla 60 sayfaya tekabül etmektedir. Bu âyetlerin ezberinde de öğrencinin sonradan hafızlığını ikmâl etmesine uygun olması için sayfa ortasında bulunan âyetleri, sayfa başına ve sayfa sonuna kadar tamamlaması önerilmektedir. Bu durumda sayfa adedi 96'ya yükselir. Böyle bir yol izlemek öğrenciye çift yönlü bir fayda sağlayabilir. Zira ahkâm âyetlerini ezberleyen öğrenci hem hafızlığa hazırlık sürecini tamamlamış hem de fıkhî hükümlerin temel kaynağı âyetleri zihnine yerleştirmiş olur.

Anahtar Kelimeler: Kıraat, Tecvid, Fıkıh, Hafızlık Eğitimi, Ahkâm Âyetleri Hafızlığı.

Thematic Memorization in the Preparatory Process of Hifz: The Case of the Verses of Rulings (Āyāt al-Aḥkām)

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Abstract

In traditional ḥifẓ (Qurʾān memorization) education, the chapters (sūrahs) or verses (āyāt) selected for memorization during the preparatory stage are usually determined based on pedagogical convenience and customary practices in various Muslim countries. The length and selection of the memorized passages vary from country to country. For instance, in Turkey, the commonly memorized sections include the 30th juzʾ, Yā-Sīn, al-Mulk, al-Ḥujurāt, al-Raḥmān, and al-Fatḥ sūrahs. In some other countries, the selection ranges from the last three ajzāʾ to the last seven ajzāʾ of the Qurʾān. This approach primarily aims to assess whether the student is ready for ḥifẓ, to test their perseverance in memorization, and similar objectives. However, it can be said that this method contributes only one-dimensionally to the sciences of qirāʾāt and tajwīd. This study proposes a new approach: classifying the verses thematically during the preparatory stage of ḥifẓ, as exemplified by the aḥkām (legal) verses. According to this method, after memorizing from Sūrat al-Nās to Sūrat al-Ḍuḥā, students would proceed to memorize the aḥkām verses to complete the preparatory stage. Thematic memorization may enhance students' comprehension of the Qurʾān, since the Qurʾān is not merely a text for recitation. It is the primary source for various Islamic sciences, including ʿibādāt (acts of worship), muʿāmalāt (transactions), family law, criminal law, ethics, and theology (kalām). Naturally, some of the most fundamental sections to be learned concern legal rulings, commonly referred to in the literature as aḥkām verses. Although there is scholarly disagreement on the exact number of aḥkām verses, the minimal consensus can be derived from both the classical work Aḥkām al-Qurʾān by al-Jaṣṣāṣ and the modern-era commentary Rawāʾiʿ al-Bayān by al-Ṣābūnī, which also references the aḥkām commentaries of other schools. Based on this, the total content corresponds to at least 55 and at most 60 pages. For the sake of completeness and to ensure future full ḥifẓ continuity, it is recommended that students memorize from the middle verse of each page to both the beginning and end of the page. Following this method, the total number of pages would rise to 96. Such an approach would offer students a dual benefit: they would complete the preparatory stage for ḥifẓ while simultaneously internalizing the Qurʾānic verses that constitute the primary source of Islamic legal rulings.

Keywords: Qirāʾāt, Tajwīd, Fiqh, Hifz Education, Legal Verses Memorization.

Ana Dilin Gölgesinde: Türkçe Temelli Söyleyişin Yabancı Dil Konuşma Becerisinin Gelişimine Etkisi

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Özet

İkinci dil ediniminde öğrenenlerin yaşadığı en temel güçlüklerden biri, hedef dilde etkili ve akıcı bir biçimde konuşabilmektir. Türkçe anadilini konuşan öğrencilerde bu süreç, çoğu zaman Türkçenin kendine özgü ses yapısı, söyleyiş alışkanlıkları ve düşünme biçiminin doğrudan yabancı dile aktarılmasıyla daha da zorlaşmaktadır. "Olumsuz aktarım" (negative transfer) olarak adlandırılan bu durum, öğrencilerin yabancı dildeki konuşma performanslarını olumsuz etkileyerek hem anlaşılabilirliği hem de akıcılığı sınırlamaktadır. Özellikle telaffuz, vurgu, tonlama ve sözdizimi gibi alanlarda ortaya çıkan bu aktarım, öğrencilerin iletişimde doğal bir akış yakalayamamalarına yol açmaktadır.

Bu çalışmanın amacı, Türkçe temelli söyleyişin yabancı dil konuşma becerisinin gelişimine etkilerini incelemek ve öğrencilerin karşılaştıkları sorunları ortaya koymaktır. Araştırma kapsamında üniversite düzeyinde yabancı dil öğrenen öğrencilerle yarı yapılandırılmış görüşmeler yapılmış, ayrıca öğrencilerin kısa konuşma performansları değerlendirilmiştir. Ön bulgular, öğrencilerin yabancı dilde konuşurken büyük ölçüde Türkçe düşünmeye devam ettiklerini, bu nedenle de kelime seçiminde, cümle yapısında ve telaffuzda sıklıkla hatalar yaptıklarını göstermektedir. Öğrenciler, yabancı dilde iletişim kurarken sürekli olarak Türkçedeki kalıpları aktarmaya çalıştıklarını, bunun da akıcılıklarını bozduğunu ve kendilerini ifade etme özgüvenlerini zayıflattığını belirtmişlerdir.

Araştırma ayrıca, öğretmenlerin de öğrencilerin bu zorluklarının farkında olduklarını, ancak derslerde aktarıma yönelik özel stratejiler geliştirmekte yetersiz kaldıklarını ortaya koymaktadır. Bu durum, ikinci dil öğretiminde ana dil etkilerinin daha fazla dikkate alınması gerektiğini göstermektedir. Çalışmanın sonuçlarının, dil öğretiminde aktarım sorunlarının daha iyi anlaşılmasına, öğretim programlarında bu konulara yönelik bilinçli müdahalelerin geliştirilmesine ve öğrencilere iletişim odaklı daha etkili desteklerin sunulmasına katkı sağlaması beklenmektedir.

Anahtar Kelimeler: ikinci dil edinimi, ana dil aktarımı, konuşma becerisi, yabancı dil öğretimi.

In the Shadow of the Mother Tongue: The Impact of Turkish-Based Pronunciation on the Development of Foreign Language Speaking Skills

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Abstract

One of the main challenges learners face in second language acquisition is developing the ability to speak the target language effectively and fluently. For students whose mother tongue is Turkish, this process is often complicated by the direct transfer of Turkish phonological features, speech patterns, and thought structures into the foreign language. This phenomenon, commonly referred to as negative transfer, negatively influences learners' speaking performance by limiting both intelligibility and fluency. Such transfer is most evident in areas such as pronunciation, stress, intonation, and syntax, preventing students from achieving a natural flow of communication.

The aim of this study is to examine the impact of Turkish-based speech patterns on the development of foreign language speaking skills and to identify the challenges students encounter in this process. Semi-structured interviews were conducted with university-level foreign language learners, and their short speaking performances were evaluated. Preliminary findings reveal that students tend to continue thinking in Turkish while speaking in the foreign language, which frequently leads to errors in word choice, sentence structure, and pronunciation. Learners reported that they constantly attempt to transfer Turkish linguistic patterns into the target language, which disrupts fluency and undermines their self-confidence in expression.

The study further shows that teachers are aware of these learner difficulties but often lack specific strategies to address transfer-related problems in class. This highlights the need to consider mother tongue influences more explicitly in second language teaching. The findings are expected to contribute to a better understanding of transfer issues in SLA, to the development of more targeted pedagogical interventions, and to the provision of communication-oriented support that helps students overcome the negative effects of their native language in speaking practices.

Keywords: second language acquisition, language transfer, speaking skills, foreign language teaching

Türkiye'de Öğrenme Güçlüğü Olan Öğrencilerin Bulunduğu Sınıfta Derse Giren İngilizce Öğretmenlerinin Görüşleri ve Yaşadıkları Sorunların İncelenmesi

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Özet

Her çocuğun eğitim olanaklarına eşit oranda sahip olması günümüzde birçok ülkenin ulusal politikası içerisindedir. İngilizcenin uluslararası bir dil olarak kullanılması ve birçok ülkede kabul görmesi birçok ülkenin İngilizceyi ikinci dili olarak kullanmasında etkilidir. Ana dilinde okuma yazmayı öğrenmede güçlük çeken bir öğrenci için İngilizceyi öğrenmek daha da güçleşmektedir. Bu durumda öğretmenlerin görüşleri ve yaşadıkları sorunların tespiti öğrenme güçlüğü olan öğrenciler için önemlidir. Bu çalışmanın amacı, öğrenme güçlüğü olan öğrencilerin bulunduğu sınıflarda derse giren İngilizce öğretmenlerinin görüşlerini ve yaşadıkları sorunları belirlemektir. Araştırmada nitel araştırma yöntemlerinden fenomenolojik desen kullanılmıştır. Araştırmaya Çorum ilinde, ilk ve ortaokullarda görev yapan, sınıfında öğrenme güçlüğü tanılı öğrencisi bulunan 10 İngilizce öğretmeni katılmıştır. Katılımcıların belirlenmesinde amaçsal örnekleme yöntemlerinden ölçüt örnekleme yöntemi kullanılmıştır. Araştırma verileri araştırmacının uzman görüşüne dayalı hazırladığı "Yarı Yapılandırılmış Görüşme Formu" ile toplanmıştır. Formda amaçlarla örtüşen 8 soru bulunmaktadır. Görüşmeler yüz yüze gerçekleştirilmiştir. Araştırmada toplanan veriler içerik analizi kullanılarak çözümlenmiştir. Çözümleme sonrası temalar, alt temalar ve kodlar oluşturularak tablo haline getirilmiştir. Analiz sonucunda öğretmenlerin yaşadığı sorunlar ve öğretmenlerin öz yeterlilikleri hakkındaki düşünceleri olmak üzere iki ana tema ortaya çıkmıştır. Araştırma bulgularında, öğretmenlerin çoğunluğu öğrenme güçlüğü olan bireylere yönelik eğitim almadıklarını, nasıl uygulama yapacaklarını bilmediklerini, öğrencilerin seviyelerine uygun soru hazırlayamadıklarını, uygun materyal hazırlamada zorlandıklarını belirtmişlerdir. Ayrıca bulgularda ailelerin ilgisiz olması, yeterli materyallerin bulunmaması, akran zorbalıklarının görülmesini ve bu öğrencilere yeterli vakit ayıramama gibi durumlarda saptanmıştır. Bu araştırmada elde edilen bulguların alanyazında yer alan çalışmalarla benzer olduğu İngilizce öğretmenlerine yönelik yapılandırılmış programlara ve aile katılımını artırmaya yönelik çalışmalara, teknoloji destekli ve çok duyulu öğretimlerin uygulandığı çalışmalara ihtiyaç olduğunu destekler nitelikte olduğu görülmektedir.

Anahtar Kelimeler: Öğrenme güçlüğü, İngilizce öğretmenleri, özel eğitim, öğretmen görüşleri

An Examination of the Opinions and Challenges of English Teachers Instructing Classes with Students Who Have Learning Difficulties in Türkiye

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Abstract

Equal educational opportunities for all children is now a national policy in many countries. The use of English as an international language and its acceptance in many countries has influenced the adoption of English as a second language in many countries. Learning English becomes even more difficult for students who struggle to read and write in their native language. In this situation, teachers' opinions and the identification of the problems they experience are important for students with learning disabilities. The purpose of this study is to determine the opinions and problems experienced by English teachers teaching classrooms with students with learning disabilities. A phenomenological design, a qualitative research method, was used in the study. Ten English teachers working in primary and secondary schools in Çorum province and who have students diagnosed with learning disabilities in their classes participated in the study. Criterion sampling, a purposive sampling method, was used to select participants. Data were collected using a "Semi-Structured Interview Form," prepared by the researcher based on expert opinion. The form included eight questions aligned with the objectives. The interviews were conducted face-to-face. The data collected in the study was analyzed using content analysis. Following the analysis, themes, subthemes, and codes were created and tabulated. The analysis revealed two main themes: the problems experienced by teachers and their opinions about teachers' self-efficacy. The majority of teachers stated that they had not received training for individuals with learning disabilities, did not know how to implement the necessary practices, were unable to prepare questions appropriate to the students' levels, and struggled to prepare appropriate materials. Furthermore, the findings identified issues such as family indifference, a lack of sufficient materials, peer bullying, and insufficient time for these students. The findings of this study are similar to those in the literature, supporting the need for structured programs for English teachers, studies aimed at increasing family involvement, and studies implementing technology-supported and multisensory instruction.

Key Words: Learning disabilities, English teachers, special education, teacher opinions

Okul Öncesinde Orff-Schulwerk Temelli Kur'an Eğitimi: Yeni Bir Yöntem Tasarısı

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Özet

Bu bildirinin amacı, Carl Orff'un geliştirdiği Orff-Schulwerk yönteminin temel ilkelerini Kur'an eğitimine uyarlamak ve özellikle tecvit öğretimi, ezberleme süreçlerine yönelik katkılarını tartışmaktır. Çünkü, Kur'an öğretiminde öğrencilerin işitsel, görsel ve kinestetik kanalları aynı anda kullanmaları, öğrenmeyi kalıcı ve anlamlı kılabilir.

20. yüzyılda Carl Orff tarafından geliştirilen Orff-Schulwerk yöntemi, çocukların doğasında var olan ritim ve müzik duygusunu ortaya çıkarmayı hedefleyen, ses ve beden hareketlerini merkeze alan bir müzik eğitim yaklaşımıdır. Ezgili ve ezgisiz basit çalgılarla oyun, hareket ve doğaçlamayı birleştirerek çocukları aktif katılıma teşvik eder. Bu yönüyle sadece müziksel becerileri değil, aynı zamanda özgüven, yaratıcılık, sosyal uyum, iş birliği ve beden kontrolü gibi temel gelişim alanlarını da destekler. Orff öğretisi, tek yönlü bilgi aktarımı yerine çocuğun bireysel katılımını ve grup içinde etkileşimini esas alır. Bu nedenle okul öncesinden yetişkinlere kadar her yaş grubunda uygulanabilir; hatta özel gereksinimli bireylerin eğitiminde de etkili sonuçlar ortaya koyabilir. Basit ama yaratıcı müzik deneyimleri sunması, Orff yöntemini evrensel bir müzik pedagojisi yaklaşımı hâline getirmektedir.

Özellikle okul öncesi Kur'an öğretiminde öğrencilerin dikkatini canlı tutmak, öğrenmeyi kalıcı hâle getirmek ve ezberi kolaylaştırmak için farklı pedagojik yaklaşımlardan yararlanmak mümkündür. Bu bağlamda, çocukların müziği doğal yollarla; oyun, hareket, konuşma ve basit çalgılar aracılığıyla öğrenmesini öngören Orff yönteminden yararlanılabilir. Orff yönteminin temel ilkeleri olan ritim, doğallık, hareket ve katılımcılık unsurları, Kur'an eğitimine uyarlanabilir bir potansiyele sahiptir.

Kur'an tilavetinde ritim, ses uzunlukları ve tecvit kurallarıyla doğrudan ilişkilidir. Öğrencilerin medd, idğam veya vakıf gibi kuralları içselleştirmesi, ritim duygusuyla desteklendiğinde daha kolay gerçekleşebilir. Bu noktada Orff yönteminde kullanılan basit ritim araçları ya da beden perküsyonu (el çırpma, parmak şıklatma vb.) tecvit öğretiminde yardımcı bir araç olabilir. Aynı şekilde uzun seslerde kolların açılması, kısa seslerde kapanması gibi hareketler, öğrencilerin hem ezber sürecini destekler hem de işitsel ve kinestetik öğrenmeyi bütünleştirebilir.

Orff'un doğaçlamaya verdiği önem, çocuk merkezlilik ilkesi, Kur'an öğretiminde özellikle oyun çağındaki öğrencinin aktif katılımını artırabilir; grup çalışmaları, karşılıklı tekrarlar ve ritmik etkinlikler öğrencilerin derse olan ilgisini güçlendireceği ve onlarda nitelikli bir öğrenme sağlayacağı ileri sürülebilir.

Deneysel veya gözleme dayalı bir araştırma modeli bu çalışmanın yöntemi için önerilebilir. Araştırmadan elde verileri doğrultusunda Kur'an öğretimi için grup çalışmaları, işbirlikçi öğrenme ortamları yeniden tasarlanabilir.

Anahtar Kelimeler: Tecvid, Kur'an Eğitimi, Müzik Kulağı, Hafıza, İşitsel Öğrenme.

Orff-Schulwerk–Based Qur'an Education in Early Childhood: A Proposal for a New Instructional Method

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Abstract

The aim of this paper is to adapt the basic principles of Carl Orff's Orff-Schulwerk approach to Qur'an education and to discuss its potential contributions, particularly in teaching tajwīd and memorization processes. The reason for this is that in Qur'an instruction, engaging auditory, visual, and kinesthetic channels simultaneously can make learning more permanent and meaningful.

Developed in the 20th century by Carl Orff, the Orff-Schulwerk method is a music education approach that aims to reveal the innate sense of rhythm and music in children, centering on voice and body movements. By combining play, movement, and improvisation with simple melodic and non-melodic instruments, it encourages children to actively participate. In this respect, it supports not only musical skills but also key developmental areas such as self-confidence, creativity, social adaptation, cooperation, and body control. Orff's pedagogy emphasizes individual participation and group interaction rather than one-way transmission of knowledge. Therefore, it can be applied to all age groups from early childhood to adulthood and has also proven effective in the education of individuals with special needs. Offering simple yet creative musical experiences has made the Orff method a universal approach to music pedagogy.

In early childhood Qur'an instruction in particular, it is possible to benefit from different pedagogical approaches in order to sustain students' attention, make learning permanent, and facilitate memorization. In this context, the Orff method, which envisions children learning music naturally through play, movement, speech, and simple instruments, can be utilized. The core principles of the Orff approach—rhythm, naturalness, movement, and participation—have the potential to be adapted to Qur'an education.

In Qur'anic recitation, rhythm is directly related to sound length and tajwīd rules. Students' internalization of rules such as madd, idghām, or waqf can be facilitated when supported by a sense of rhythm. At this point, simple rhythmic tools used in the Orff method or body percussion (such as clapping or finger snapping) can serve as auxiliary tools in teaching tajwīd. Similarly, using movements such as opening the arms for long vowels and closing them for short vowels may support students' memorization process while integrating auditory and kinesthetic learning.

Orff's emphasis on improvisation and child-centeredness can particularly enhance active participation for children in the play stage of development. Group activities, reciprocal repetitions, and rhythmic exercises can strengthen students' interest in the lesson and are likely to foster meaningful learning experiences.

For the methodology of this study, experimental or observational research design is suggested. Based on the data obtained, group activities and collaborative learning environments for Qur'an education can be redesigned.

Keywords: Religious Education, Early Childhood Religious Education, Qur'an Education, Tajwīd, Orff-Schulwerk.

Özel Gereksinimli Çocuğu Olan Ebeveynlerin Anne ve Baba Stresinde Yaşam Kalitesinin Etkisi

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Özet

Özel gereksinimli çocukların gelişimsel farklılıklarından kaynaklı özel eğitim desteğine ihtiyaçları vardır. Bu çocukların yaş, cinsiyet, sosyokültürel düzey gibi faktörlere bağlı olarak akranlarına göre yeterli becerilere sahip olamaması onların hem fiziksel hem de psikolojik olarak desteklenmesini gerekli kılmaktadır. Bu süreçte sadece profesyonel yardım ve destek değil ailenin rolü çocuğun gelişiminde önemlidir. Normal bir çocuğa göre üsteneceği sorumlulukları artan anne ve babanın ebeveynlik stresi yaşadıkları görülmüştür. Ailelerin özel gereksinimli bir çocuğu yetiştirme, onun gelişimini destekleme ve eğitimine katılma konusunda kendini yeterli hissetmemesi kendine güvenmemesi ebeveynlik stresini ortaya çıkarmaktadır. Oysaki ebeveynlerin çocuğun gelişimini destekleyebilmesi ve ilgili görevleri yerine getirebilmeleri için ebeveynlerin psikolojik olarak sağlam olmaları beklenir. Bireyin yaşama olan uyumunu kolaylaştırma ve kendisini güçlü hissetmesinde rol oynayan yaşam kalitesi algısı, bireyin yaşamında tatmin edici ve değerli kılan yönlerini kapsamaktadır. Bu bağlamda yaşam kalitesi yüksek bir bireyin stres düzeyinin de düşük olması beklenir. Bu araştırmada özel gereksinimli çocuğa sahip anne ve babaların ebeveynlik stresleri üzerinde yaşam kalitesinin etkisi araştırılacaktır. İlişkisel tarama türünde gerçekleştirilecek araştırmanın örneklemini uygun örnekleme yöntemi ile belirlenecek özel gereksinim açısından farklı tanımlar almış çocuklara sahip anne ve babalar oluşturmaktadır. Veriler kişisel bilgi formu, Anne Baba Stres Ölçeği ve WHOQOL-KISAFORM aracılığıyla toplanacaktır. Araştırmanın amacına uygun olarak veriler frekans, yüzdeye dayalı betimsel istatistikler ve anlam çıkarıcı istatistiklerden korelasyon ve çoklu regresyonla analiz edilecektir. Sonuçların özel gereksinimli çocukları olan anne ve babaların ebeveynlik stres ve yaşam kalite algıları arasındaki ilişkiyi belirlemede önemli olacağı, elde edilen bilgilerin ailelerle çalışan uzmanlara, ailelere sunulacak destek açısından rehber olacağı ve özel eğitim kurumlarında aileler için düzenlenebilecek etkinliklere yol göstereceği düşünülmektedir.

Anahtar Kelimeler: özel eğitim, ebeveyn, anne baba stresi, yaşam kalitesi, özel gereksinimli çocuk.

Maarif Modeli Türkçe Eğitiminde Neleri Değiştirdi?

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Özet

Türkiye'de son yıllarda eğitim sisteminde gerçekleştirilen köklü değişimlerden biri, 2024 yılında uygulamaya konulan **Maarif Modeli** olmuştur. Bu model, sadece program yapısını değil, öğrenme-öğretme süreçlerini, değerler eğitimini ve dil öğretiminde hedeflenen yeterlikleri de yeniden tanımlamaktadır. Bu araştırmanın temel amacı, *Maarif Modeline geçişle birlikte Türkçe eğitiminde hangi değişimlerin ortaya çıktığını* belirlemek, bu değişimlerin öğretmen ve müfredat boyutlarında nasıl yansıdığını incelemektir. Bu yüzden "Maarif Modeline geçiş, ortaokul düzeyinde Türkçe öğretiminin amaçlarını, içerik düzenlemelerini, öğretim yöntemlerini ve ölçme-değerlendirme uygulamalarını nasıl etkilemiştir?" sorusu çerçevesinde nitel bir araştırma yapılmıştır.

Nitel veriler iki farklı kaynaktan toplanmıştır. Birinci kaynaktan veriler, 10 farklı Türkçe öğretmenden yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. İkinci veri kaynağı ise yeni öğretim programı ve ders kitaplarıdır. Bunlar, doküman incelemesi yoluyla elde edilmiştir. Verilerin incelenmesi ve değerlendirmesi, içerik analizi ve betimsel istatistiklerle gerçekleştirilecektir.

Araştırma verileri; Maarif Modeli'nin Türkçe öğretiminde değer odaklı, beceri temelli ve bütüncül öğrenme yaklaşımını öne çıkardığını göstermektedir. Bununla birlikte, öğretmenlerin yeni kazanımlara uyum sürecinde uygulama zorlukları, materyal eksikliği ve ölçme araçlarının yeniden yapılandırılmasına ilişkin gereksinimleri ortaya çıkmıştır.

Anahtar Kelimeler: Maarif Modeli, Türkçe Eğitimi, Program Değişikliği, Öğretmen Görüşleri, Karma Yöntem

What Has the Maarif Model Changed in Turkish Language Education?

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Abstract

One of the major transformations in Türkiye's education system in recent years is the Maarif Model, which was implemented in 2024. This model redefines not only the structure of curricula but also teaching–learning processes, values education, and the targeted competencies in language education. The main aim of this study is to identify the changes that have emerged in Turkish language education with the transition to the Maarif Model and to examine how these changes are reflected at the levels of teachers and curriculum. Accordingly, a qualitative study was conducted to address the following research question: *How has the transition to the Maarif Model affected the aims, content organization, instructional methods, and assessment and evaluation practices of Turkish language teaching at the secondary school level?*

Qualitative data were collected from two different sources. Data from the first source were obtained through semi-structured interviews with ten Turkish language teachers. The second data source consisted of the new curriculum and textbooks, which were analyzed through document analysis. Data analysis and evaluation were carried out using content analysis and descriptive statistics.

The findings indicate that the Maarif Model emphasizes a values-oriented, skills-based, and holistic learning approach in Turkish language teaching. However, teachers reported challenges during the adaptation process to the new learning outcomes, including implementation difficulties, lack of instructional materials, and the need to restructure assessment tools.

Keywords: Maarif Model, Turkish Language Education, Curriculum Change, Teacher Opinions, Mixed Methods

2018 ve 2024 Sosyal Bilgiler Ders Programlarının Kültürel Değerler ve Uluslararası Standartlar Bağlamında Karşılaştırılması

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Özet

Bu çalışma, 2018 ve 2024 Sosyal Bilgiler Öğretim Programlarını kültürel değerler ve uluslararası standartlar bağlamında karşılaştırmayı amaçlamaktadır. Doküman analizi yöntemi kullanılarak, her iki programdaki değerler ve öğretim biçimleri ile uluslararası standartlara uyum incelenmiştir. Kültürel değerler karşılaştırmasında, 2018 programında yer alan barış, bağımsızlık, bilimsellik, dayanışma ve eşitlik değerlerinin 2024 programında değerler başlığı altında açıkça belirtilmediği, ancak içeriğin bu değerleri kapsayan öğretim etkinlikleri içerdiği tespit edilmiştir. Bununla birlikte, değerlerin görünürlüğünün azalması öğretmen farkındalığını sınırlayabilir. 2024 programına dostluk, mahremiyet, merhamet, mütevazılık, sabır, sağlıklı yaşam ve temizlik değerleri eklenmiş olup, bu değerlerin toplumsal değişimlere ve güncel ihtiyaçlara yanıt verdiği değerlendirilmektedir. Değer öğretimi, 2018'de öğrenme alanlarının başında yönlendirici cümlelerle verilirken, 2024'te "erdem-değer-eylem" anlayışıyla sosyal-duygusal öğrenme ve okuryazarlık becerileriyle ilişkilendirilmiştir. Uluslararası standartlar bağlamında, OECD Öğrenme Pusulası 2030'un yedi kriteri -uyum, merhamet, merak, risk yönetimi, öz farkındalık, öz düzenleme ve öz yeterlik- 2024 programında daha kapsayıcıdır. Ancak her iki programda da hedefe yönelim, azim, minnettarlık, umut, motivasyon, proaktiflik, amaçlılık, dayanıklılık ve güven kriterleri yeterince vurgulanmamıştır. UNESCO SDG 4.7 sürdürülebilirlik kriterleri açısından, her iki program çevreye duyarlılık, bilinçli tüketim, insan hakları, barış, kültürel çeşitlilik ve küresel vatandaşlık konularında kapsayıcıdır. 2018'de sürdürülebilirlik kavramına sınırlı yer verilmişken, 2024'te okuryazarlık becerisi olarak tanımlanarak daha görünür kılınmıştır. Ancak, 2018'de cinsiyet eşitliğine doğrudan atıf bulunurken, 2024'te aile bütünlüğü ve demokrasiye vurgu yapılmış, fakat kadın-erkek eşitliği açıkça belirtilmemiştir. Bulgular, 2024 programının güncel ihtiyaçlara ve uluslararası standartlara daha fazla uyum sağlama çabasını gösterse de, bazı değerler ve kriterler açısından gelişime açık noktalar olduğunu ortaya koymaktadır.

Anahtar Kelimeler: değerler, OECD 2030, öğretim programı, sosyal bilgiler, sürdürülebilirlik

A Comparison of the 2018 and 2024 Social Studies Curricula in the Context of Cultural Values and International Standards

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Abstract

This study aims to compare the 2018 and 2024 Social Studies curricula in Turkey in terms of cultural values and alignment with international standards. Using document analysis, the values, their instructional approaches, and the programs' compliance with international frameworks were examined. In terms of cultural values, peace, independence, scientific thinking, solidarity, and equality, explicitly listed in the 2018 curriculum, are not stated under the "values" heading in the 2024 curriculum, though related activities are included. This reduced visibility may limit teacher awareness. The 2024 program adds friendship, privacy, compassion, modesty, patience, healthy living, and cleanliness, reflecting responses to social changes and current needs. In 2018, values were integrated into learning areas through guiding statements; in 2024, they are connected to social-emotional learning and literacy skills through a "virtue-value-action" approach. Regarding international standards, seven OECD Learning Compass 2030 criteria—adaptability, compassion, curiosity, risk management, self-awareness, self-regulation, and self-efficacy—absent in 2018, appear in 2024. However, both programs underemphasize goal orientation, perseverance, gratitude, hope, motivation, proactivity, purposefulness, resilience, and trust. Concerning UNESCO SDG 4.7 sustainability criteria, both include environmental awareness, responsible consumption, human rights, peace, cultural diversity, and global citizenship. While sustainability received limited attention in 2018, it is explicitly defined as a literacy skill in 2024. Notably, gender equality is directly referenced in 2018 but replaced in 2024 by emphasis on family unity and democracy without explicit mention of women–men equality. Overall, the 2024 curriculum demonstrates greater responsiveness to contemporary needs and international standards, though certain values and criteria remain areas for improvement.

Keywords: values, OECD 2030, curriculum, social studies, sustainability

Yedi Kıtada Yapay Zekâ ve Dijitalleşme Eğitimi: Türkiye Yüzyılı Maarif Modeli Perspektifinden Karşılaştırmalı Bir Analiz

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Özet

Günümüz eğitim sistemleri, hızlı dijital dönüşüm ve yapay zekâ teknolojilerinin yükselişiyle birlikte bireylere yalnızca akademik bilgi değil, aynı zamanda dijital okuryazarlık, algoritmik düşünme ve yapay zekâ okuryazarlığı gibi kritik beceriler kazandırma sorumluluğunu da üstlenmektedir. Çalışmanın gerekçesi, bilgi toplumuna uyum sağlamak, istihdamda rekabet gücünü artırmak ve yaşam boyu öğrenme süreçlerini desteklemek için dijital okuryazarlık, algoritmik düşünme, veri bilimi, etik ve yapay zekâ okuryazarlığı gibi becerilerin erken yaşlardan itibaren kazandırılmasının zorunlu hale gelmesidir. Çalışmanın önemi ise ulusal düzeyde müfredat politikalarının güncellenmesine, farklı kademelerde beceri kazandırma stratejilerinin geliştirilmesine ve uluslararası iyi uygulamaların Türkiye bağlamına uyarlanabilirliğinin belirlenmesine katkı sağlamasından kaynaklanmaktadır. Bu bağlamda, Türkiye Yüzyılı Maarif Modeli, ilkokuldan lise düzeyine kadar bütüncül bir vizyon ortaya koyarak çağın ihtiyaçlarına cevap verebilecek beceri temelli bir çerçeve sunmayı amaçlamaktadır. Bu çalışma, söz konusu modeli kıstas alarak yedi kıtadan seçilen ülkelerin öğretim programlarını karşılaştırmalı bir bakış açısıyla incelemektedir. Yöntem olarak nitel karşılaştırmalı eğitim deseni benimsenmiş; veri toplama araçları olarak resmi müfredat dokümanlar, uluslararası veriler ve akademik yayınlar gibi veri kaynakları kullanılmıştır. Değerlendirme kriterleri kapsamında, müfredat entegrasyon düzeyi bazı ülkelerde bağımsız ders, bazılarında entegre modül veya disiplinler arası yaklaşım olarak görülmekte; başlangıç kademesi farklılıkları ilkokuldan liseye uzanan çeşitlilik göstermektedir. Beceri çerçevesi incelendiğinde dijital okuryazarlık, yapay zekâ okuryazarlığı, algoritmik düşünme, veri bilimi ve etik unsurlar öne çıkmaktadır. Öğretim yöntemleri arasında proje tabanlı, problem temelli, uygulamalı laboratuvar çalışmaları ve sanal/karma öğrenme öne çıkarken, değerlendirme yöntemlerinde performans görevleri, rubrikler, sınavlar ve e-portfolyolar kullanılmaktadır. Öğretmen yeterlilikleri ve hizmet içi eğitim, entegrasyonun başarısında kritik rol oynarken, teknolojik altyapı ve erişim özellikle gelişmekte olan bölgelerde sınırlayıcı bir unsur olarak öne çıkmaktadır. Politika ve strateji belirleyiciler kapsamında ulusal planlar, eylem programları ve bütçe desteklerinin sürdürülebilirlik açısından belirleyici olduğu görülmektedir. Genel olarak, yedi kıtadan seçilen ülkelerin karşılaştırmalı analizi, yapay zekâ ve dijitalleşme becerilerinin eğitim programlarına etkin şekilde kazandırılabilmesi için erken yaşta başlayan, beceri çerçevesini kapsayıcı, pedagojik olarak çeşitlendirilmiş, ölçme-değerlendirme ile desteklenen ve güçlü politika-strateji çerçevesine dayanan bütüncül bir yaklaşımın gerekliliğini ortaya koymaktadır.

Anahtar Kelimeler: Türkiye Yüzyılı Maarif Modeli; yapay zekâ okuryazarlığı; dijitalleşme becerileri; karşılaştırmalı eğitim; müfredat entegrasyonu.

Artificial Intelligence and Digitalization Education Across Seven Continents: A Comparative Analysis from the Perspective of the Türkiye Century Maarif Model

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Abstract

Contemporary education systems, driven by rapid digital transformation and the rise of artificial intelligence technologies, bear the responsibility of equipping individuals not only with academic knowledge but also with critical skills such as digital literacy, algorithmic thinking, and artificial intelligence literacy. The rationale of this study lies in the necessity of fostering these competencies—digital literacy, algorithmic thinking, data science, ethics, and AI literacy—from early ages in order to adapt to the knowledge society, enhance competitiveness in employment, and support lifelong learning processes. The significance of the study derives from its contribution to updating national curriculum policies, developing strategies for skills acquisition at different educational levels, and determining the applicability of international best practices to the Turkish context. In this regard, the "Türkiye Century Maarif Model" aims to provide a holistic framework from primary to secondary education, offering a competency-based vision that addresses contemporary needs. This study employs a qualitative comparative education design. Data sources include official curriculum documents, international datasets, and academic publications. Regarding evaluation criteria, the level of curriculum integration varies among countries, appearing as an independent course, an integrated module, or an interdisciplinary approach. The starting grade levels differ, ranging from primary to secondary education. Within the competency framework, digital literacy, AI literacy, algorithmic thinking, data science, and ethical components come to the fore. Teaching methods include project-based learning, problem-based learning, applied laboratory work, and virtual/blended learning, while assessment practices consist of performance tasks, rubrics, exams, and e-portfolios. Teacher competencies and in-service training play a critical role in successful integration, whereas technological infrastructure and access emerge as limiting factors, especially in developing regions. Policy and strategic determinants such as national plans, action programs, and budgetary support prove crucial for sustainability. Overall, the comparative analysis of countries from seven continents highlights the necessity of a holistic approach to effectively integrate AI and digitalization skills into curricula. This approach should begin at an early age, encompass an inclusive competency framework, employ diversified pedagogical methods, be supported by comprehensive assessment practices, and rest upon strong policy and strategic foundations.

Keywords: Türkiye Century Maarif Model; artificial intelligence literacy; digital skills; comparative education; curriculum integration.

Yükseköğretimde Öğretim Elemanlarının Perspektifinden Program Okuryazarlığı

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Özet

Eğitim programları, bireylerde istenen davranış değişikliklerini kazandırmayı amaçlayan, planlı ve bütüncül süreçler olarak tanımlanmakta ve her eğitim düzeyinde olduğu gibi yükseköğretimde de merkezi bir role sahip olmaktadır. Yükseköğretim kurumları yalnızca bilgi aktaran yapılar değil; aynı zamanda bilgi üreten, eleştirel düşünmeyi teşvik eden ve topluma hizmet eden kurumsal organizasyonlardır. Bu işlevlerini etkin biçimde yerine getirebilmeleri, uygulanan eğitim programlarının sistematik, güncel ve bilimsel temellere dayanmasına bağlıdır. Her ne kadar yükseköğretimde ulusal düzeyde standart bir program uygulanmasa da çekirdek programlar, alan yeterlilikleri ve akreditasyon ölçütleri yoluyla akademik çerçeveler belirlenmekte ve üniversiteler bu yapılar içinde kendi programlarını oluşturmaktadır.

Bu doğrultuda, Yükseköğretim Kurulu'nun 2020 yılında aldığı kararla, öğretim elemanlarına belirli çerçeveler dâhilinde kendi programlarını oluşturma ve güncelleme yetkisi verilmiştir. Bu yetki devri, öğretim elemanlarından yalnızca bilgi aktaran bireyler olmalarının ötesinde, program geliştirme ve uygulama süreçlerine doğrudan katkı sunabilen kişiler olmalarını da beklemektedir. Bu kapsamda, öğretim elemanlarında program yetkinliği bulunması gerektiği vurgulanmaktadır. Program yetkinliği; bir öğretim elemanının eğitim programlarını planlayabilme, geliştirebilme, uygulayabilme ve değerlendirebilme konularında üst düzey bilgi, beceri ve tutumlara sahip olmasını ifade eder.

Öte yandan, bu araştırmanın odağında yer alan eğitim programı okuryazarlığı kavramı, program yetkinliğine göre daha temel ve başlangıç düzeyde bir yeterliği temsil etmektedir. Program okuryazarlığı, bireyin eğitim programlarını anlayabilme, yorumlayabilme ve temel düzeyde uygulayabilme becerilerini kapsar. Bu kavram, öğretim elemanlarının programın amaçlarını, içeriğini, öğretim yöntemlerini ve değerlendirme boyutlarını kavrayarak ders sürecine yansıtabilmelerine yönelik yeterliklerini tanımlar. Dolayısıyla, program okuryazarlığı, program yetkinliğinin bir ön koşulu ya da alt bileşeni olarak düşünülebilir.

Bu araştırmanın amacı, yükseköğretimde görev yapan akademisyenlerin eğitim programı okuryazarlığına ilişkin düşüncelerini ve deneyimlerini ortaya koymaktır. Öğretim elemanlarının en azından temel düzeyde program okuryazarı olmalarının gerektiği düşüncesiyle yola çıkılan bu çalışma, onların bu konudaki görüşlerini incelemeyi hedeflemektedir. Nitel araştırma yöntemlerinden biri olan fenomenolojik desen ile yapılandırılan çalışma, bireylerin belirli bir olguya ilişkin yaşantılarını ve bu yaşantılara yükledikleri anlamları anlamaya yöneliktir.

Araştırmanın örneklemini, farklı akademik disiplinlerden, unvanlardan ve deneyim düzeylerinden gelen öğretim elemanları oluşturmaktadır. Veri toplama aracı olarak yarı yapılandırılmış görüşme formu geliştirilmiş; form, alan yazın taranarak hazırlanmış ve içerik geçerliği uzman görüşleriyle sağlanmıştır.

Görüşmeler ses kaydı alınarak yürütülecek ve elde edilen nitel veriler tematik analiz yöntemiyle çözümlenecektir. Veri toplama süreci kongre son teslim tarihinden önce tamamlanacak, sonuç ve önerilere ilişkin değerlendirmeler ise analizlerin ardından oluşturulacaktır.

Sonuç olarak, yükseköğretimde program geliştirme süreçlerinde görev alan akademisyenlerin yalnızca program okuryazarı değil, aynı zamanda program yetkinliğine sahip bireyler olmaları gerekmektedir. Ancak literatürde yapılan araştırmaların çoğu öğretmenler ve öğretmen adaylarına odaklanmakta; akademisyenlerin eğitim programı okuryazarlığı düzeylerine ilişkin veriler ise oldukça sınırlı kalmaktadır. Bu nedenle bu çalışma, mevcut boşluğu doldurarak yükseköğretimde program geliştirme çabalarına anlamlı katkılar sunmayı hedeflemektedir.

Anahtar Kelimeler: yükseköğretim, program okuryazarlığı, program yetkinliği.

Program Literacy in Higher Education from the Perspective of Academic Staff

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Abstract

Curricula are defined as planned and holistic processes that aim to bring about desired behavioral changes in individuals and have a central role in higher education as in every level of education. Higher education institutions are not only structures that transfer knowledge; they are also institutional organizations that produce knowledge, encourage critical thinking and serve society. Their ability to fulfill these functions effectively depends on the systematic, up-to-date and scientific basis of the education programs implemented. Although there is no standard program at the national level in higher education, academic frameworks are determined through core programs, field qualifications and accreditation criteria, and universities create their own programs within these structures.

In this regard, with the decision taken by the Council of Higher Education in 2020, lecturers were given the authority to create and update their own programs within certain frameworks. This authorization expects lecturers not only to be individuals who transfer knowledge, but also to be individuals who can directly contribute to the program development and implementation processes. In this context, it is emphasized that instructors should have curriculum competence. Curriculum competence refers to an instructor's high level of knowledge, skills and attitudes in planning, developing, implementing and evaluating educational programs.

On the other hand, the concept of curriculum literacy, which is the focus of this study, represents a more basic and initial level of competence than curriculum competence. Curriculum literacy implies an individual's ability to understand, interpret and apply curricula at a basic level. This concept defines the competencies of instructors to comprehend the objectives, content, teaching methods and evaluation dimensions of the curriculum and to reflect them to the course process. Therefore, curriculum literacy can be considered as a prerequisite or sub-component of curriculum competence.

The aim of this study is to reveal the thoughts and experiences of academics working in higher education about curriculum literacy. This study, which is based on the idea that instructors should be curriculum literate at least at a basic level, aims to examine their views on this issue. The study, which is structured with phenomenological design, one of the qualitative research methods, aims to understand the experiences of individuals about a certain phenomenon and the meanings they attribute to these experiences.

The sample of the study consists of instructors from different academic disciplines, titles and experience levels. A semi-structured interview form was developed as a data collection tool; the form was prepared by reviewing the literature and content validity was ensured by expert opinions. The interviews will be audio-recorded and the qualitative data obtained will be analyzed by thematic analysis method. The data collection process will be completed before the congress deadline, and evaluations regarding the results and recommendations will be made after the analysis.

As a result, academics involved in curriculum development processes in higher education should not only be curriculum literate but also have curriculum competence. However, most of the studies in the literature focus on teachers and pre-service teachers, and data on the curriculum literacy levels of academicians are very limited. Therefore, this study aims to make meaningful contributions to program development efforts in higher education by filling the existing gap.

Keywords: higher education, curriculum literacy, curriculum competence

Türkçe Dilbilgisi Öğretiminde Oyun Tabanlı Bir Yaklaşım: İsim Tamlamalarının Öğretimine Yönelik Zeka Oyunu Uyarlaması

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Özet

Oyun temelli öğrenme; öğretilmek istenen kazanımların ya da hedeflenen eğitim amaçlarının öğrencilere oyun yoluyla kazandırılma sürecidir (Ertem, 2016, s. 4). Oyun temelli öğrenme yöntemlerinde en önemli unsur eğitsel oyunların öğrenme ortamlarına dâhil edilmesi ve öğretimin oyunlar üzerinden yapılmasıdır (Şahin, 2015, s. 12).

Eğitsel oyun bağlamında önemli potansiyele sahip oyun türlerinden biri de zekâ oyunlarıdır. Zekâ oyunları, ders içeriği ve kazanımları ile bütünleştirildiğinde ise daha etkili ve ilgi çekici bir öğrenme ortamı sağlanabilir.

İlgili alan yazına bakıldığında, oyun temelli öğrenme, oyunlaştırma ve eğitsel oyunların derslerde kullanımına yönelik yapılmış çalışmalar bulunmakla birlikte zekâ oyunları temelli ders tasarımına yönelik çok çalışma bulunmamaktadır.

Araştırmada tasarım tabanlı araştırma yönteminin ilkelerine uygun olarak, isim tamlamaları konusunu öğretmeye yönelik bir zeka oyunu geliştirilmesi/uyarlanması hedeflenmiştir. Bu bağlamda önce, oyun tabanlı öğrenme ve oyunlaştırma kavramları benzerlik ve farklılıkları ortaya konularak açıklanmış; oyunlaştırmanın aşamaları ile ilkeleri üzerinde durulmuştur. Ardından, bir zeka oyununun(jenga) isim tamlamaları konusunun öğretiminde kullanılabilecek şekilde nasıl uyarlanabileceğine ilişkin örnek bir tasarım önerilmiştir.

Anahtar Kelimeler: Zeka oyunu, dilbilgisi, oyun tabanlı öğrenme

A Game-Based Approach to Teaching Turkish Grammar: An Intelligence Game Adaptation for Teaching Noun Phrases

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Abstract

Game-based learning is the process of enabling students to acquire intended learning outcomes or targeted educational objectives through games (Ertem, 2016, p. 4). The most important component of game-based learning methods is the integration of educational games into learning environments and the delivery of instruction through games (Şahin, 2015, p. 12).

One type of game with significant potential in the context of educational games is intelligence games. When intelligence games are integrated with course content and learning outcomes, they can provide a more effective and engaging learning environment.

A review of the relevant literature shows that although there are studies on game-based learning, gamification, and the use of educational games in lessons, there is a limited number of studies focusing on lesson design based on intelligence games.

In this study, in line with the principles of design-based research, it is aimed to develop/adapt an intelligence game for teaching the topic of noun phrases. In this context, first, the concepts of game-based learning and gamification are explained by highlighting their similarities and differences, and the stages and principles of gamification are discussed. Subsequently, a sample design proposal is presented on how an intelligence game (Jenga) can be adapted for use in teaching noun phrases.

Keywords: Intelligence game, grammar, game-based learning

البعد الوظيفي للمقاربة التواصلية في تدريس الدرس اللغوي: المبادئ وآليات التفعيل

د. عزالدين حضري

الملخص:

لقد سعت الأبحاث المنشغلة بالدرس اللغوي-تدريسا وتأطيرا- إلى التفكير في مقاربات يتعين تبنيها لرصد تمفصلاته. وقد حظيت المقاربة التواصلية في بعدها الوظيفي بأهمية بالغة، نظرا لإسهامها في تحقيق الأهداف المتمثلة في تمكين المتعلم من التواصل باللغة موضوع التعلم. ويعود ذلك إلى كون المقاربة التواصلية تهدف إلى: (أ) التركيزَ على البعد الوظيفي في مقاربة الدرس اللغوي، مقارنة مع التركيز على المستويات اللسانية. ويراد بالبعد الوظيفي، استعمال اللغة في سياقات تواصلية معينة. (ب) إتاحتُها التفاعلَ بين المتعلمينَ، لأنها لا تقصرُ تعرضَ المتعلم إلى المنبهات اللغوية فحسب، وإنما تتيح له التعرض إلى المنبهات غير اللغوية. استنادا إلى ما هذا، يهدف البحث إلى رصد المبادئ التي تنظم المقاربة التواصلية في الدرس اللغوي، والوقوف عند كيفيةِ تفعيلِ بعدها الوظيفي.

يرد هذا البحث منظما على الشكل الآتي: نحدد بداية المقصود بالمقاربة التواصلية، نبرز في الفقرة الثانية أهم مبادئ المقاربة التواصلية وخصائصها ونحدد في الفقرة الثالثة مجمل مكونات القدرة التواصلية، نتتبع في الفقرة الرابعة المبادئ الكفيلة بتفعيل المقاربة التواصلية في الدرس اللغوي. ونعرض في الفقرة الخامسة آليات تفعيل المقاربة التواصلية في التدريس.

الكلمات المفتاحية: البعد الوظيفي - المقاربة التواصلية- التدريس- الدرس اللغوي.

The Functional Dimension of the Communicative Approach in Teaching the Language Lesson: Principles and Implementation Mechanisms

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Abstract

Research dealing with linguistics—both teaching and supervision—has sought to consider approaches that should be adopted to capture its articulations. The communicative approach, in its functional dimension, has received significant attention, given its contribution to achieving the goals of enabling learners to communicate in the language being learned. This is due to the fact that the communicative approach aims to: (a) focus on the functional dimension in approaching linguistics, compared to focusing on linguistic levels. The functional dimension refers to the use of language in specific communicative contexts. (b) facilitate interaction between learners, as it not only limits learners' exposure to linguistic stimuli, but also allows them to be exposed to non-linguistic stimuli. Based on this, the research aims to identify the principles governing the communicative approach in linguistics and to examine how to activate its functional dimension.

This research is organized as follows: We first define what is meant by the communicative approach. In the second paragraph, we highlight the most important principles and characteristics of the communicative approach. In the third paragraph, we define the overall components of communicative ability. In the fourth paragraph, we trace the principles that enable the communicative approach to be activated in language teaching. In the fifth paragraph, we present the mechanisms for activating the communicative approach in teaching.

Keywords: Functional dimension - Communicative approach - Teaching - Language teaching

Dyslexie et soft skills: vers une approche complémentaire de l'accompagnement éducatif

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Résumé

La dyslexie, souvent perçue comme un trouble spécifique de l'apprentissage, qui se caractérise par des difficultés tenaces et persistantes dans l'apprentissage de la lecture et de l'écriture. Elle se manifeste généralement par l'incapacité à associer les graphèmes (signe écrits) aux phonèmes (signes langagiers), ce qui produit ensuite des difficultés à reconnaître rapidement les mots écrits. Ce phénomène dyslexique perturbe à la fois la compréhension et l'expression du langage écrit, il peut toucher aussi le langage oral dans sa compréhension et son utilisation.

Souvent sujette à une simplification, la dyslexie est réduite à un trouble d'apprentissage uniquement lié à la lecture et à l'écriture. Elle a aussi des répercutions psychologiques profondes sur les apprenants qui peuvent affecter durablement leur parcours scolaire et leur bien-être.

Face à ces difficultés et ces défis que pose la dyslexie, une approche complémentaire s'avère cruciale. Etant donné que les méthodes traditionnelles se focalisent sur les difficultés de la lecture et de l'écriture, aujourd'hui on reconnaît que le développement des compétences comportementales et relationnelles connues sous le nom de Soft Skills, joue un rôle catalyseur d'amélioration des résultats et de la confiance en soi des apprenants.

Cet article explore comment le développement des soft skills peut servir de levier pour améliorer la réussite des apprenants dyslexiques. L'article débute par un rappel de notions de base sur la dyslexie et ses manifestations, puis propose une définition des soft skills et identifie les compétences clés les plus bénéfiques pour ces profils, telles que l'intelligence émotionnelle, l'empathie et l'estime de soi.

Cette approche représente un changement de paradigme pour les enseignants. Elle suggère que le développement global de l'enfant, en valorisant ses compétences transversales, est la clé pour libérer son plein potentiel et favoriser son épanouissement, tant académique que personnel.

Mots-clés : Dyslexie، Trouble d'apprentissage، Soft Skills، Approches ،Accompagnement، Inclusion

عُسر القراءة والمهارات الناعمة: نحو مقاربة تكاملية في المواكبة التربوية

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الملخص :

يعتبر عسر القراءة اضطرابًا تعليميًا محددًا، يتميز بصعوبات مستمرة ومتواصلة في تعلم القراءة والكتابة. ويظهر عادةً في عدم القدرة على ربط الحروف (العلامات المكتوبة) بالفونيمات (العلامات اللغوية)، مما يؤدي إلى صعوبات في التعرف السريع على الكلمات المكتوبة. يؤثر هذا الاضطراب على فهم اللغة المكتوبة والتعبير عنها، ويمكن أن يؤثر أيضًا على فهم اللغة المنطوقة واستخدامها.

غالبًا ما يتم تبسيط عسر القراءة وتقليصه إلى اضطراب تعلم مرتبط بالقراءة والكتابة. كما أن له آثارًا نفسية عميقة على المتعلمين يمكن أن تؤثر بشكل دائم على مسارهم الدراسي وراحتهم النفسية .

في مواجهة هذه الصعوبات والتحديات التي يطرحها عسر القراءة، يتبين أن اتباع نهج تكميلي أمر بالغ الأهمية. ونظراً لأن الأساليب التقليدية تركز على صعوبات القراءة والكتابة، فإنه من المعترف به اليوم أن تنمية المهارات السلوكية والعلاقاتية المعروفة باسم المهارات الشخصية (Soft Skills) تلعب دوراً محفزاً في تحسين نتائج المتعلمين وثقتهم بأنفسهم .

يستكشف هذا المقال كيف يمكن أن يكون تطوير المهارات الشخصية بمثابة رافعة لتحسين نجاح المتعلمين المصابين بعُسر القراءة. يبدأ المقال بتذكير بالمفاهيم الأساسية حول عُسر القراءة ومظاهره، ثم يقدم تعريفًا للمهارات الشخصية ويحدد المهارات الأساسية الأكثر فائدة لهذه الحالات، مثل الذكاء العاطفي والتعاطف واحترام الذات.

يمثل هذا النهج تغييرًا جذريًا في طريقة تفكير المعلمين. فهو يشير إلى أن التنمية الشاملة للطفل، من خلال تعزيز مهاراته العامة، هي المفتاح لإطلاق العنان لإمكاناته الكاملة وتعزيز نموه، سواء على الصعيد الأكاديمي أو الشخصي .

الكلمات المفتاحية: عسر القراءة، اضطراب التعلم، المهارات الشخصية، المناهج، الدعم، الإدماج

Dyslexia and Soft Skills: Toward a Complementary Approach to Educational Support

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Abstract

Dyslexia, often perceived as a specific learning disorder, is characterized by persistent and persistent difficulties in learning to read and write. It generally manifests itself in an inability to associate graphemes (written symbols) with phonemes (language symbols), which then leads to difficulties in quickly recognizing written words. This dyslexic phenomenon disrupts both the comprehension and expression of written language, and can also affect the comprehension and use of spoken language.

Often simplified, dyslexia is reduced to a learning disorder related solely to reading and writing. It also has profound psychological repercussions on learners, which can have a lasting impact on their academic progress and well-being.

In light of the difficulties and challenges posed by dyslexia, a complementary approach is crucial. Given that traditional methods focus on reading and writing difficulties, it is now recognized that the development of behavioral and interpersonal skills, known as soft skills, plays a catalytic role in improving learners' results and self-confidence.

This article explores how the development of soft skills can serve as a lever to improve the success of dyslexic learners. The article begins with a review of the basic concepts of dyslexia and its manifestations, then proposes a definition of soft skills and identifies the key skills most beneficial to these profiles, such as emotional intelligence, empathy, and self-esteem.

This approach represents a paradigm shift for teachers. It suggests that the overall development of the child, by valuing their cross-disciplinary skills, is the key to unlocking their full potential and promoting their academic and personal fulfillment.

Keywords: Dyslexia, Learning disability, Soft skills, Approaches, Support, Inclusion

La lecture de la littérature numérique comme vecteur de l'innovation pédagogique

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Résumé

L'enseignent comme politique publique obéit à un système dynamique, d'où la nécessité d'entretenir des recherches qui permettent de suivre les évolutions majeures, cependant il faut créer les conditions les plus favorables à l'apprentissage. Les élèves ont besoin de changement dans leur vie estudiantine pour un espace / temps scolaire qui répond à un cadre de travail sein pour l'apprentissage, à leur génération et leur profil émotionnel et cognitif. Une demande qui accroit le stimulus du processus d'innovation pédagogique dans un ancrage social marqué par l'usage du numérique.

La pratique enseignante connait une révolution à travers le monde. Nous ne sommes plus dans l'uniformité, mais face à un éclatement, voir un changement vertigineux dans les méthodes d'enseignement et de la formation des enseignants, surtout avec l'avènement du numérique. S'impose alors la nécessité d'avoir recours à d'autres ressources qui assurent une transmission de la passion pour la lecture par d'autres canaux plus intelligents à l'ère de l'innovation, et pour répondre au besoin d'un système de renouvellement incessant. Notre travail s'articule autour de ce point.Maitriser le numérique dans la société actuelle est devenu un facteur de développement énorme. Mais dans l'école marocaine, le numérique comme nouvelle compétence, peut-il transformer l'intérêt pour la lecture et renforcer sa compétence ?

La question de la lecture nous intéresse en tant que projet de recherche scientifique en éducation et en l'enseignement. Elle est une activité mentale qui sert à développer le champ de la réflexion et à alimenter l'esprit. Mais sur écran comme support, elle est restée loin du champ de l'analyse.

Dans le contexte de la classe, sommes-nous au Maroc apte au changement pour contribuer à la transformation au moment où le numérique dans les classes fait échos et débat ? Comment former les jeunes au monde de demain sans les tenir au courant de l'évolution de la société ?

Les pratiques de la lecture chez l'enfant, l'adolescent, Quels rapports ? Est-elle un acte de transmission culturelle ? Est-ce une discipline liée à l'école ? La lecture à l'ère des réseaux sociaux est-elle en danger ? Dans quelle mesure le web peut-il améliorer l'apprentissage de la lecture ? La réception des livres à l'ère des nouveaux médias, y a-t-il un rapport de confiance ou de méfiance ? Faut-il recomposer les pratiques de la lecture en rapport avec les loisirs, Smartphones, musique, ordiphone… ?

Sous l'influence des réseaux sociaux, si la diminution de l'intérêt pour la lecture est un constat dans nos écoles, faut-il la repenser à la lumière de dynamiques innovantes ? Pourquoi notre système d'enseignement a-t-il besoin d'innover ? Avec quels contenus ? Quels outils pédagogiques ? Et quelles formes sociales ?

Pour éclairer les perspectives de cette recherche, cette contribution sera organisé autour de l'axe « La lecture, un espace innovant d'apprentissage », en trois parties : Dans un premier lieu, nous proposons de questionner le cadre de la pratique de la didactique professionnelle.

Nous chercherons, dans un second lieu, à comprendre en quoi les nouvelles technologies peuvent servir la didactique de la lecture et peuvent constituer un cadre pratique pertinent pour les nouveaux outils d'enseignement.

La présentation de ces regards croisés sur les conditions de la qualité de la réussite ou de l'échec, d'un processus qui se veut innovant, devrait nous conduire à quelques pistes de réflexion sur d'autres manières de repenser l'enseignement de la lecture.

Mots clés : Révolution pédagogique, le génie électronique, la lecture numérique, dynamique innovante, adaptabilité au TIC.

قراءة الأدب الرقمي كرافعة للابتكار التربوي

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ازداد في السنوات الأخيرة الاهتمام بتكنولوجيا التعليم في العالم؛ نظرا للدور الكبير الذي تلعبه في تطوير عملية التعليم، وتسهيل التعلم واكتساب جزء من رصيده في وقت وجيز. فالثورة التكنولوجية بوثيرتها المتسارعة لها دور فاعل في زيادة المعلومات، والمعارف، ورفع مستوى قدراته، وكفاياته، ومسايرته لأخر تطورات العلم والاختراعات. لذلك أخذت الجامعات بصفة عامة، وكليات علوم التربية ومراكز تكوين الاساتذة خاصة، بتعليم طلبتها، وتدريبهم على كيفية توظيف ما جاءت به التكنولوجيا في المواقف التعليمية التعلمية وأهميتها من الجانبين النظري، والتطبيقي من اجل الرفع من مستوى التعليم.

يعتبر المغرب من البلدان التي تتوفر على سياسة وطنية في مجال استخدام تكنولوجيا المعلومات والاتصالات، غير أنه لم يدمج هذه التكنولوجيات بصورة تامة وواسعة النطاق في المنظومة التعليمية ككل سواء تعلق الأمر بالمناهج أو التعميم على كل المؤسسات. لهذا حددنا كغرض وهدف رئيسي في هذا البحث دور إدخال التكنولوجيا في مختلف المراحل والجوانب التعليمية وخاصة منها في مجال القراءة التي هي محور بحثنا، للانتقال بها وتطويرها من الطرق التعليمية التقليدية إلى التعلم عبر التكنولوجيا وكذا التحول من مرحلة تدريب المكونين إلى التدريس الفعلي بهاته التقنية والابتكار والتجديد بها من اجل الرفع من مردودية التعليم.

هي فرصة لإعادة النظر في مقاربتنا لصيغة تدريس القراءة والطرق المتبعة في المدرسة المغربية بهذا الخصوص. خاصة مع تدني منسوب الاهتمام بها والتعاطي اليها كفعل رئيسي، وفق التقارير والأرقام الرسمية. سوف نركز في بحثنا هذا على اهمية كفاية القراءة اجتماعيا وثقافيا انطلاقا من منظور باحثين ومنظرين صاغوا عبر كتبهم وأبحاثهم مقاربات تحدد مفهوم القارئ والقراءة وماذا نقرأ، لنصل في النهاية الى مقاربات جديدة تقترح التعاطي للرقمنة البيداغوجية وتوظيف امكاناتها الابداعية خدمة للقراءة المدرسية والعمومية. للتغيير نحو الأفضل نقترح أن يلامس التجديد نسق التكوين للانخراط في مجتمع المعرفة والتقدم الرقمي.

إن مسألة القراءة تهمنا كمشروع بحث علمي في التربية والتعليم. وهو نشاط عقلي يعمل على تنمية مجال التفكير وتغذية العقل. ولكن على الشاشة كدعم، بقى بعيدا عن مجال التحليل. في سياق الفصل الدراسي، هل نحن في المغرب قادرون على التغيير للمساهمة في التحول في وقت تثير فيه التكنولوجيا الرقمية في الفصول الدراسية أصداء ونقاشا؟ كيف يمكننا تدريب الشباب لعالم الغد دون إبقائهم على اطلاع بتطورات المجتمع؟

لتسليط الضوء على وجهات نظر هذا البحث، سيتم تنظيم هذه المساهمة حول محور ”القراءة، فضاء تعلم مبتكر“، في ثلاثة أجزاء: أولا، نقترح التساؤل حول إطار ممارسة التعليم المهني. ثانيًا، سنسعى إلى فهم كيف يمكن للتكنولوجيات الجديدة أن تخدم تعليم القراءة ويمكن أن تشكل إطارًا عمليًا مناسبًا لأدوات التدريس الجديدة. إن عرض وجهات النظر المختلفة هذه حول شروط جودة النجاح أو الفشل، لعملية تهدف إلى أن تكون مبتكرة، يجب أن يقودنا إلى بعض طرق التفكير في طرق أخرى لإعادة التفكير في تدريس القراءة.

الكلمات المفتاحية: الثورة التعليمية، الهندسة الإلكترونية، القراءة الرقمية، الديناميكيات الابتكارية، القدرة على التكيف مع تكنولوجيا المعلومات والاتصالات.

Reading Digital Literature as a Driver of Pedagogical Innovation

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Abstract

Teaching as a public policy obeys a dynamic system, hence the need to maintain research that makes it possible to follow major developments, however it is necessary to create the most favorable conditions for learning. Students need a change in their student life for a school space/time that responds to a working framework for learning, to their generation and their emotional and cognitive profile. A demand that increases the stimulus for the process of educational innovation in a social anchor favored by digital technology.

The practice of teaching is experiencing a revolution across the world. We are more in uniformity, but faced with a fragmentation, see a dizzying change in teaching methods and teacher training, especially with the advent of digital technology. The need then arises to resort to other resources which ensure the transmission of the passion for reading through other, more intelligent channels in the era of innovation, and to meet the need for a system of incessant renewal. Our work focuses on this point.

Mastering digital technology in today's society has become a huge development factor. But in Moroccan schools, can digital technology as a new skill transform interest in reading and strengthen its skills?

The question of reading interests us as a scientific research project in education and teaching. It is a mental activity which serves to develop the field of reflection and to nourish the mind. But on screen as a support, it remained far from the field of analysis.

In the context of the classroom, are we in Morocco capable of change to contribute to the transformation at a time when digital technology in classrooms is causing echoes and debate? How can we train young people for the world of tomorrow without keeping them up to date with developments in society?

Reading practices in children and adolescents, what are the relationships? Is it an act of cultural transmission? Is this a school-related discipline? Is reading in the age of social networks in danger? To what extent can the web improve learning to read? The reception of books in the era of new media, is there a relationship of trust or distrust? Should we recompose reading practices in relation to leisure activities, smartphones, music, computers, etc.?

Under the influence of social networks, if the decrease in interest in reading is an observation in our schools, should we rethink it in the light of innovative dynamics? Why does our education system need to innovate? With what content? What educational tools? And what social forms?

To shed light on the perspectives of this research, this contribution will be organized around the axis "Reading, an innovative learning space", in three parts: Firstly, we propose to question the framework of the practice of professional didactics.

Secondly, we will seek to understand how new technologies can serve the teaching of reading and can constitute a relevant practical framework for new teaching tools.

The presentation of these different views on the conditions of the quality of success or failure, of a process which aims to be innovative, should lead us to some avenues of reflection on other ways of rethinking the teaching of reading

Keywords: Educational revolution, electronic engineering, digital reading, innovative dynamics, adaptability to ICT.

L'intégration de la psychologie positive dans la classe de la langue étrangère

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Résumé

Depuis une décennie, l'approche de la psychologie positive s'est imposée progressivement dans le champ de l'enseignement des langues étrangères, mettant en avant à la fois le bien-être de l'apprenant, son épanouissement et l'acquisition de la langue étrangère. Fondée sur l'approche humaniste, elle vise le bien-être global de l'individu et de l'apprenant en particulier, à travers plusieurs volets comme : l'engagement académique, la valorisation des forces de l'apprenant, la réduction de l'anxiété linguistique… Éléments reconnus pour leur rôle dans l'apprentissage d'une langue étrangère. Cet article de communication propose un état de l'art des études réalisées au niveau international sur l'intégration des concepts de la psychologie positive dans l'enseignement des langues étrangères pour répondre à la problématique suivante : comment intégrer le bien-être à travers le modèle PERMA dans l'enseignement des langues étrangères ? La revue s'appuie sur une analyse, inspirée du protocole Prisma de la revue systématique, des articles produits entre 2015 et 2025. En se limitant aux bases de données : Scopus et Sciencedirect. Les critères d'inclusion porteront sur les recherches qui ont visé le modèle PERMA de Martin Seligman (Seligman, 2011) ou l'une de ses composantes. La synthèse sera axée sur trois dimensions : Les concepts du bien-être mobilisés dans l'enseignement de la langue étrangère (LE), les effets de l'intégration du bien-être adoptée sur l'enseignement de la LE et les limites et les obstacles identifiés qui entravent cette intégration.

Les résultats en cours de traitement devraient mettre en lumière les stratégies pédagogiques et didactiques favorisant l'épanouissement et l'acquisition de la LE et contribuer ainsi à enrichir les pratiques enseignantes.

Mots clés : L'intégration - la psychologie positive - la classe - la langue étrangère.

Integrating Positive Psychology into the Foreign Language Classroom

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Abstract

For a decade, the positive psychology approach has gradually gained ground in the field of foreign language teaching, emphasising learner well-being, personal development, and foreign language acquisition. Based on a humanistic approach, it aims to promote the overall well-being of individuals, and learners in particular, through several aspects such as academic engagement, valuing learners' strengths, and reducing language anxiety—all of which are recognised for their role in foreign language learning. This article provides an overview of international studies on the integration of positive psychology concepts into foreign language teaching to address the following issue: How can well-being be integrated into foreign language teaching using the PERMA model? The review is based on an analysis, inspired by the Prisma protocol for systematic reviews, of articles published between 2015 and 2025. It is limited to Scopus, and Science direct databases. The inclusion criteria will focus on research that has targeted Martin Seligman's PERMA model (Seligman, 2011) or one of its components. The synthesis will focus on three dimensions: the concepts of well-being used in foreign language teaching, the effects of integrating well-being into foreign language teaching, and the limitations and obstacles identified that hinder this integration. The results, currently under analysis, should highlight the pedagogical and didactic strategies that promote the development and acquisition of FL and thus contribute to enriching teaching practices.

Keywords: Integration - positive psychology - class - foreign language.

دمج علم النفس الإيجابي في قسم اللغة الأجنبية

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مختبر البحث "لاليترا"، المغرب

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الملخص

على مدى عقد من الزمن، فرضت منهجية علم النفس الإيجابي نفسها تدريجياً في مجال تدريس اللغات الأجنبية، حيث ركزت على رفاهية المتعلم ونموه واكتسابه للغة الأجنبية. ويستند هذا النهج إلى التوجه الإنساني، كما يهدف إلى تحقيق الرفاهية الشاملة للفرد والمتعلم على وجه الخصوص، من خلال عدة جوانب مثل: الالتزام الأكاديمي، تقدير نقاط قوة المتعلم، والحد من القلق اللغوي... وهي عناصر معروفة بدورها في تعلم اللغة الأجنبية. يقدم هذا المقال الحالة الراهنة للدراسات التي أجريت على المستوى الدولي حول دمج مفاهيم علم النفس الإيجابي في تدريس اللغات الأجنبية للإجابة على الإشكالية التالية: كيف يمكن دمج الرفاهية من خلال نموذج PERMA في تدريس اللغات الأجنبية؟ تستند المراجعة إلى تحليل، مستوحى من بروتوكول prisma بريسما للمراجعة المنهجية للمقالات التي تم إنتاجها بين عامي 2015 و 2025 . مع الاقتصار على قواعد البيانات Scopus و science direct. ستركز معايير الاختيار على الأبحاث التي استندت إلى نموذج PERMA لمارتن سيليجمان او احد مكوناته (Seligman, 2011) . وستركز المراجعة على ثلاثة جوانب:

1. مفاهيم الرفاهية المستخدمة في تدريس اللغة الأجنبية،
2. آثار دمج الرفاهية المعتمدة على تدريس اللغة الأجنبية،
3. القيود والعقبات المحددة التي تعوق هذا الدمج.

ومن المتوقع أن تسلط النتائج، قيد المعالجة، الضوء على الاستراتيجيات التربوية والتدريسية التي تشجع على ازدهار واكتساب اللغة الأجنبية، وبالتالي تساهم في إثراء ممارسات التدريس.

الكلمات المفتاحية: التكامل - علم النفس الإيجابي - الصف - اللغة الأجنبية.

Mastermind et réussite scolaire

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Résumé

L'intelligence collective L'intelligence collective, c'est la capacité d'un groupe à résoudre des problèmes et à innover de manière plus efficace que ne le ferait un individu seul. Elle se manifeste par la synergie des connaissances, des compétences et des perspectives de chacun des membres d'un groupe, qui, une fois combinées, permettent d'atteindre des résultats supérieurs à la simple addition des performances individuelles.

Le Mastermind peut être appliqué de manière informelle en classe, en utilisant différents outils numériques.

Le Mastermind peut aider à faciliter la communication, la collaboration et la gestion de projet en classe. L'objectif est de rendre l'apprentissage amusant et engageant pour les élèves même avec des ressources limitées.

Il est important de se concentrer sur les approches pédagogiques qui valorisent l'interaction humaine, la créativité et l'imagination.

Mots clés : Intelligence collective, Interaction humaine, Nouvelles technologies de l'information et de la communication, besoins et intérêts

Mastermind and Academic Achievement

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Abstract

Collective intelligence Collective intelligence is the ability of a group to solve problems and innovate more effectively than an individual could do alone. It manifests itself in the synergy of the knowledge, skills and perspectives of each member of a group, which, when combined, enable results to beachieved that are greater than the simple addition of individual performances.

Mastermind can be applied informally in the classroom, using a variety of digital tools.

Mastermind can help facilitate communication, collaboration and project management in the classroom. The aim is to make learning fun and engaging for students even with limited resources.

It is important to focus on teaching approaches that value human interaction, creativity and imagination.

Keywords: Collective intelligence, Human interaction, New information and communication technologies, Needs and interests.

الماسترمايند والنجاح الدراسي

فاطمة فائق

الأكاديمية الجهوية للتربية والتكوين لدرعة–تافيلالت

المديرية الإقليمية بورزازات – المغرب

الملخص

الذكاء الجماعي هو قدرة المجموعة على حل المشكلات والابتكار بفعالية أكبر مما يمكن للفرد القيام به بمفرده. يتجلى هذا الذكاء في تضافر معارف ومهارات ووجهات نظر كل عضو في المجموعة، والتي، عند دمجها، تُمكّن من تحقيق نتائج تفوق مجرد إضافة أداء فردي.

يمكن تطبيق برنامج "ماسترمايند" بشكل غير رسمي في الفصل الدراسي، باستخدام مجموعة متنوعة من الأدوات الرقمية.

يُساعد برنامج "ماسترمايند" في تسهيل التواصل والتعاون وإدارة المشاريع في الفصل الدراسي. الهدف هو جعل التعلم ممتعًا وجذابًا للطلاب حتى مع محدودية الموارد.

من المهم التركيز على مناهج التدريس التي تُقدّر التفاعل الإنساني والإبداع والخيال.

الكلمات المفتاحية: الذكاء الجماعي، والتفاعل البشري، وتكنولوجيا المعلومات والاتصالات الجديدة، والاحتياجات والاهتمامات

L'impact des clubs éducatifs sur le développement des compétences communicatives des élèves de l'enseignement secondaire collégial

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Résumé

Cette recherche examine l'impact des clubs éducatifs sur les compétences communicatives des élèves de première année de l'enseignement secondaire collégial dans un établissement public marocain.

L'objectif principal est d'évaluer si l'intégration à un club éducatif favorise la maîtrise des compétences communicatives. Plus spécifiquement, il s'agit d'analyser comment les interactions régulières, les discussions organisées et les échanges d'idées dans un cadre éducatif influencent l'expression orale, l'écoute active et la communication constructive. Pour répondre à cette question, une approche qualitative a été adoptée, reposant sur des observations directes et participatives des interactions au sein d'un groupe expérimental.

Les résultats montrent que les élèves impliqués dans ces clubs développent notablement leurs compétences communicatives, grâce aux interactions régulières, aux débats et aux activités collaboratives. L'étude propose également des pistes d'intervention pour renforcer ces compétences au sein des pratiques éducatives.

Mots-clés : Compétence communicative, éducation culturelle et artistique, clubs éducatifs.

The Impact of Educational Clubs on the Development of Communicative Skills Among Lower-Secondary Students

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Abstract

This research examines the impact of educational clubs on the communication skills of first-year middle school students in a Moroccan public institution.

The main objective is to assess whether participation in an educational club promotes the mastery of communication skills. More specifically, the aim is to analyze how regular interactions, organized discussions, and the exchange of ideas in an educational setting influence oral expression, active listening, and constructive communication. To answer this question, a qualitative approach was adopted, based on direct and participatory observations of interactions within an experimental group.

The results show that students involved in these clubs significantly develop their communication skills through regular interactions, debates, and collaborative activities. The study also suggests possible interventions to strengthen these skills within educational practices.

Keywords: Communicative competence, cultural and artistic education, educational clubs.

أثر الأندية التربوية في تنمية المهارات التواصلية لدى تلاميذ التعليم الثانوي الإعدادي

بتول بيالي

مختبر البحث في الاتصال والفلسفة: لوغوس

كلية الآداب والعلوم الإنسانية – بن مسيك

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هدى موهيب

مختبر البحث في الاتصال والفلسفة: لوغوس

كلية الآداب والعلوم الإنسانية – بن مسيك

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الملخص

يتناول هذا البحث أثر الأندية التربوية على مهارات التواصل لدى تلاميذ الثانوي الإعدادي في مؤسسة عمومية مغربية.

الهدف الرئيسي هو تقييم ما إذا كانت المشاركة في نادٍ تربوي تعزز إتقان مهارات التواصل. وبشكل أكثر تحديدًا، يهدف البحث إلى تحليل كيفية تأثير التفاعلات المنتظمة والمناقشات المنظمة وتبادل الأفكار في بيئة تعليمية على التعبير الشفهي والاستماع الفعال والتواصل البنّاء. للإجابة على هذا السؤال، اعتمدنا نهجًا نوعيًا، قائمًا على الملاحظات المباشرة والتشاركية للتفاعلات داخل مجموعة تجريبية.

تُظهر النتائج أن الطلاب المشاركين في هذه الأندية يطورون مهارات التواصل لديهم بشكل ملحوظ من خلال التفاعلات المنتظمة والمناظرات والأنشطة التعاونية. كما تقترح الدراسة تدخلات ممكنة لتعزيز هذه المهارات ضمن الممارسات التعليمية.

كلمات مفتاحية: : الكفاءة التواصلية ، التربية الثقافية والفنية ، الأندية التربوية .

التربية الرقمية الذاتية في سياق تفعيل نمط التعليم بالتناوب وأثرها على تحصيل التعلمات

ذة. وضيحة الجملي

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الملخص

يشهد النظام التربوي المعاصر تحولات جذرية بفعل الانتقال نحو التعليم المدمج واعتماد نمط التعليم بالتناوب كخيار استراتيجي لضمان استمرارية العملية التعليمية. هذه التحولات تفرض على المتعلمين تطوير مهارات التعلم الذاتي واكتساب كفايات رقمية تمكّنهم من التكيف مع بيئات تعلم مرنة ومتغيرة. في هذا السياق، تتناول هذه الدراسة موضوع التربية الرقمية الذاتية باعتبارها مدخلاً أساسياً لتعزيز استقلالية المتعلم ودافعيته، وتروم استقصاء أثرها في تحسين تحصيل التعلمات لدى المتعلمين في سياق التعليم بالتناوب.

تتمثل الإشكالية الرئيسة للبحث في السؤال التالي: إلى أي حد يسهم توظيف التربية الرقمية الذاتية في الرفع من جودة تحصيل التعلمات ضمن نمط التعليم بالتناوب؟ للإجابة عن هذا السؤال.

وسيعتمد البحث مقاربة منهجية شبه تجريبية، حيث سيتم اقتراح برنامج تربوي قائم على تنمية مهارات التعلم الذاتي المدعوم رقمياً (تنظيم الوقت، البحث عن الموارد الرقمية، تقويم التعلم الذاتي)، وتطبيقه على عينة من المتعلمين، مع إجراء اختبارات قبلية وبعدية وعمليات تتبع ميداني لقياس أثر البرنامج على مستوى التحصيل.

وبالتالي دمج التربية الرقمية الذاتية ضمن المناهج والبرامج الرسمية، وتوفير بيئات تعلم مرنة وموارد رقمية عالية الجودة تُمكّن المتعلمين من ممارسة التعلم الذاتي بشكل فعال.

الكلمات المفتاحية: التربية الرقمية الذاتية - التعليم بالتناوب - التعلم الذاتي - التحصيل الدراسي - التحول الرقمي

Self-Digital Education in the Context of Implementing the Alternating (Hybrid) Learning Model and Its Impact on Learning Achievement

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Abstract

The global shift toward blended learning and alternating education models has redefined the dynamics of teaching and learning, emphasizing the need for learners to develop self-directed learning skills and digital competencies. This study explores digital self-education as a key driver for enhancing learner autonomy and motivation, aiming to assess its impact on improving academic achievement within alternating education contexts.

Guided by the research question—to what extent does digital self-education contribute to improving learning outcomes? —the study adopts a quasi-experimental methodology. An intervention program will be designed to strengthen digitally supported self-learning skills, including time management, resource navigation, and self-assessment. The program will be applied to a sample of learners, with pre- and post-tests and field monitoring used to evaluate its effectiveness.

Findings are expected to offer practical recommendations for integrating digital self-education into curricula and creating flexible, high-quality learning environments that foster meaningful and autonomous learning.

Keywords: Digital Self-Education – Alternating Education – Academic Achievement

تنمية الوعي الصوتي واكتساب مهارة القراءة بالسلك الابتدائي

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الملخص

شهدت العقود الأخيرة أهمية بالغة لقضية ديدكتيك القراءة، خاصة بعد نشر تقارير دولية عديدة تشير إلى أن نسبا كبيرة من المتعلمات والمتعلمين يواجهون صعوبات قرائية، مما يؤدي بهم في النهاية إما إلى الفشل الدراسي أو الهدر المدرسي. ومن ثم توالت الدراسات والأبحاث لسبر أغوار ماهية القراءة وطرق تعليمها وتعلمها، كما ترى أن التعثر في عملية اكتساب مهارة القراءة يعود إلى خلل في المعالجة الصواتية لوحدات اللغة الشفهية.

وتروم هذه الورقة الوقوف عند إشكالية لسانية ديدكتيكية، تتعلق بمدى وعي المدرسين بأهمية الوعي الصوتي وطرق تنميته لدى المتعلمين، والوقوف على أثر هذا الوعي الصوتي في إنماء مهارة القراءة وتحسين المستوى القرائي لدى متعلمات ومتعلمي المستويين الأول والثاني من السلك الابتدائي، خاصة أن المنهاج الدراسي للتعليم الابتدائي جاء- بعد عملية تنقيح هامة-، بمجموعة من المستجدات أهمها مدخل المهارات الأربع، ونظرية الأفعال الكلامية، ومكونات القراءة المبكرة.

وتقوم معالجة الإشكالية المطروحة هنا على مساعدة المدرس على تملك آليات تطوير الوعي الصوتي لدى المتعلمات والمتعلمين، فضلا عن إبراز العلاقة بين الوعي الصوتي واكتساب مهارة القراءة. وتقتضي هذه المعالجة منهجا يجمع بين الوصف والتفسير من أجل استهداف الإحاطة بالمحاور التالية المقترحة لهذه الورقة وهي:

-قراءة في بعض مستجدات المنهاج الدراسي (صيغة يوليوز 2021) فيما له ارتباط بموضوع الورقة،

-مكونات القراءة المبكرة،

-منطلقات الوعي الصوتي ومبادؤه ومفاهيمه : الطريقة المقطعية، الوعي الصوتي، الصامت/الحرف،

الصوائت/الحركات، القطعة، المقطع؛

-تطوير مهارات الوعي الصوتي،

-علاقة الوعي الصوتي بالطلاقة،

-إسهام الوعي الصوتي في اكتساب مهارة القراءة.

الكلمات المفتاحية: تنمية، الوعي الصوتي، اكتساب، مهارة القراءة، السلك الابتدائي

Developing Phonological Awareness and Acquiring Reading Skills in Primary Education

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Abstract

Recent decades have witnessed significant importance for the issue of reading didactics, especially after the publication of numerous international reports indicating that a large percentage of female and male learners face reading difficulties, ultimately leading them to academic failure or school dropout. Subsequently, studies and research have explored the nature of reading and the methods of teaching and learning it. Several interpretive models have emerged that suggest that failure to acquire reading skills is due to a defect in the phonological processing of oral language units.

This paper aims to address a linguistic-didactic problem related to the extent of teachers' awareness of the importance of phonological awareness and methods for developing it in learners. It also aims to examine the impact of this phonological awareness on developing reading skills and improving reading levels among female and male learners in the first and second grades of primary school. This is particularly true given that the primary education curriculum—following a significant revision—introduces a number of new developments, most notably the four-skills approach, the theory of speech acts, and the components of early reading.

Addressing the problem presented here aims to help teachers master mechanisms for developing phonological awareness among learners, as well as highlighting the relationship between phonological awareness and the acquisition of reading skills. This approach requires a combination of description and interpretation to address the following proposed topics for this paper:

- A review of some curriculum developments (July 2021 version) related to the topic of the paper,

- Components of early reading,

- The origins, principles, and concepts of phonological awareness: the syllabic method, phonological awareness, consonant/letter,

vowels/vowels, segment, syllable;

- Developing phonological awareness skills,

- The relationship between phonological awareness and fluency,

- The contribution of phonological awareness to the acquisition of reading skills.

Keywords: development, phonological awareness, acquisition, reading skill, primary school

دمج ذوي الاحتياجات الخاصة في المدارس العمومية المغربية: بين الإلزامية التشريعية وصعوبة الدمج - دراسة ميدانية

أمينة الراضي

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الملخص

يعد موضوع الدمج من الموضوعات الحديثة في مجال التربية الخاصة، الذي شهد اهتماما وتطورا كبيرا في السنوات الأخيرة، أهمية حذت بوزارة التربية الوطنية المغربية إلى الدعوة عبر الدستور المغربي وكذا الاتفاقيات الدولية إلى ضرورة إدماج ذوي الاحتياجات الخاصة في المدارس العمومية، باعتبارها البيئة الاجتماعية الطبيعية. غير أن الأهداف المتوخاة من الدمج لم تتحقق.

تنبش هذه الدراسة في المعيقات التي تحول دون تحقيق الدمج الناجح داخل المؤسسات التعليمية المغربية عبر بحث ميداني همَ المديرية الإقليمية بسلا والتابعة للأكاديمية الجهوية للتربية والتكوين لجهة الرباط – سلا – القنيطرة.

استنادا إلى فرضيات البحث التي تم فحصها بتسخير من أدوات البحث الميداني كالمقابلة والاستبيان

وبعد عرض المعطيات واستخلاص النتائج خلصنا إلى أن تحقيق الدمج تعيقه الكثير من الإكراهات أهمها: غياب مناهج دراسية ومقاربات سيكوبيداغوجية خاصة بهذه الفئة، كما أن الدمج داخل الفصول الدراسية يشكل عائقا كبيرا بالنسبة للعديد من المدرسين في ظل عدم توفر العديد من الضوابط والأساسيات، وكذا ظاهرة الاكتظاظ والإكراه الزمني.

إن مخرجات البحث جاءت لتعكس محدودية عملية الدمج ونتائجها في خضم تحديات تنظيمية وتدبيرية ومالية.

الكلمات المفاتيح: الدمج، ذوي الاحتياجات الخاصة، التدبير التربوي، المؤسسات التعليمية العمومية المغربية.

The Inclusion of Students with Special Needs in Moroccan Public Schools:

Between Legislative Obligations and the Challenges of Integration – A Field Study

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Abstract

In recent years, inclusion has emerged as a central theme in the field of special education, attracting growing attention and development. Its significance has prompted the Moroccan Ministry of National Education—through the Constitution and international conventions—to advocate for the integration of learners with special needs into public schools, as these institutions represent their natural social environment. Yet, the goals set for inclusion remain largely unmet.

This study investigates the factors that hinder the effective implementation of inclusion within Moroccan schools. It is based on field research carried out in the Provincial Directorate of Salé, under the authority of the Regional Academy of Education and Training for the Rabat–Salé–Kénitra region.

Drawing on hypotheses tested through tools such as interviews and questionnaires; the study reveals that the realization of inclusion faces multiple obstacles. Among the most critical are the lack of specialized curricula and psycho-pedagogical approaches adapted to the needs of this group, the difficulties teachers encounter in managing inclusive classrooms without adequate frameworks and guidelines, as well as structural challenges such as overcrowding and time constraints.

The findings underline the limited effectiveness and outcomes of current inclusion practices, reflecting broader organizational, managerial, and financial challenges.

Keywords: inclusion, students with special needs, educationl management Moroccan public educationl institutions.

القيم الأخلاقية ودور الأسرة في تثبيتها لدى الأجيال الصاعدة

هند خلفي

باحثة في الدراسات النفسية والاجتماعية – المغرب

الملخص

عرف العالم في نهاية القرن العشرون وبداية القرن الواحد والعشرون انتقالا علميا ومعرفيا وكذلك تطور كبير شمل جميع المجالات الاقتصادية والسياسية والاجتماعية هذا الانتقال أحدث مجموعة من التغيرات سواء على مستوى نمط العيش او التعاطي مع المحيط الاجتماعي، حيث لامس مجموعة من المؤسسات الاجتماعية وكذلك المنظومات القيمية.

فالقيم الأخلاقية كمنظومة متكاملة تعد ركيزة من الركائز الأساسية في بناء وصناعة الفرد، وبالتالي المجتمع، فهي بمتابة بوصلة لتوجيه سلوك الافراد والسلوك الإنساني داخل الجماعة الواحدة او الافراد داخل دوائر اجتماعية وبالتالي تروم الى ضبط العلاقات الإنسانية والاجتماعية، غير اننا امام هذا التسارع الذي يعرفه العالم أصبحنا نواجه تحديات كبيرة حول مدى قدرة الأجيال الصاعدة على التمسك بهذه المنظومة القيمية التي تبرز الهوية الإنسانية والثقافية والدينية لديهم.

في هذا السياق تبرز الاسرة بصفتها المؤسسة الأولى الحاضنة للمعاني الأخلاقية و القيم النبيلة، فهي تعتبر الحجر الأساس في بناء المجتمع ، فهي المحضن الأول للفرد توفر له السكن و الطمأنينة النفسية و هي البيئة الازمة لرعايته و تربيته ، كما انها المدرسة الأولى التي ينشأ فيها على حسن العادات و القيم الإنسانية ،الوجدانية ، الجمالية ، الأخلاقية و الروحية ، فهي مؤسسة تخريج الأجيال الملتزمة بقيم امتها و القادرة على الدفاع على هاته القيم رغم التغيرات و التحولات المحاطة بها فهي المرشد الحقيقي و المرجع الأصيل لهم فادا صلحت صلح المجتمع و ادا فسدت فسد المجتمع ، فالأسرة الصالحة أم صالحة و اب صالح و عمل صالح ، وهي اقوى ما تستقوي به الأمم .

تهدف هذه الوقة الى بسط و ابراز أهمية الاسرة في العملية التربوية انطلاقا من دورها الريادي و المهم في ترسيخ و تثبيت القيم الأخلاقية لدى الأجيال الصاعدة ، عبر مقاربة نفسية اجتماعية و إسلامية ، حيث سيتم التركيز على كيفية تمرير هذه القيم و كذلك الاليات و الأدوات التي تحتاجها الاسرة من اجل هذا التثبيت و تعزيزها في ظل التحولات التي عرفتها مؤسسة الاسرة و كذلك منظومة القيم مع ابراز الدور المهم لهذه المؤسسة الاجتماعية في التنشئة القيمية، كما سنحاول التركيز على أهمية استعادة الدور المحوري للأسرة في مجال التربية على القيم الأخلاقية الى جانب جميع الشركاء في العملية التربوية من مجتمع مدني، مؤسسات تعليمية، الدور الثقافية وكل الفاعلين التربويين والمجتمعين.

الكلمات المفتاحية: القيم الأخلاقية -الأسرة -الأجيال-التغيرات الاجتماعية- الهوية.

Moral Values and the Role of the Family in Instilling Them in the Emerging Generations

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Abstract

At the end of the twentieth century and the beginning of the twenty-first, the world witnessed a scientific and intellectual shift, along with significant developments that encompassed economic, political, and social domains. This transition brought about a series of changes, both in lifestyle and in the way individuals interact with their social environment, influencing many social institutions as well as systems of values.

Moral values, as an integrated system, represent one of the fundamental pillars in shaping the individual and, consequently, society. They act as a compass guiding the behavior of individuals and human conduct within a community or within various social circles. Their role is to regulate human and social relations. However, in the face of today's global acceleration and rapid changes, we encounter major challenges regarding the ability of younger generations to adhere to this system of values, which reflects their human, cultural, and religious identity.

In this context, the family emerges as the primary institution that nurtures moral meanings and noble values. It is considered the cornerstone of building society. As the first shelter for the individual, it provides housing, psychological security, and the essential environment for care and upbringing. The family is also the first school where children are raised with good habits and human, emotional, aesthetic, ethical, and spiritual values. It is the institution that produces generations committed to their nation's values and capable of defending them despite surrounding changes and transformations. The family stands as the genuine guide and original reference; when it thrives, society prospers, and when it decays, society falters. A righteous family is built upon a righteous mother, a righteous father, and righteous deeds — it is the strongest foundation upon which nations rely.

This paper aims to highlight the importance of the family in the educational process, starting from its pivotal and essential role in instilling and consolidating moral values among the younger generations. Through a psychosocial and Islamic approach, the focus will be on how these values can be transmitted, as well as the mechanisms and tools families need to ensure their reinforcement in light of the transformations affecting both the family institution and the value system. Furthermore, it will emphasize the critical role of the family in value-based upbringing, while also underlining the importance of restoring the central role of the family in moral education, in partnership with other stakeholders in the educational process — civil society, educational institutions, cultural organizations, and all social and educational actors.

Keywords: Moral values – Family – Generations – Social changes – Identity

أي دور للفن التشكيلي في دعم الصحة النفسية وتعزيز الإبداع لدى الطفل؟

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الملخص:

يلعب الفن التشكيلي دورًا مهمًا في تعزيز الصحة النفسية وتنمية الإبداع لدى الأفراد. وقد أشارت الدراسات إلى أن ممارسة الأنشطة الفنية مثل الرسم والنحت وغيرها من الفنون البصرية تساهم في تخفيف التوتر والقلق، وتحسّن من الحالة المزاجية، كما توفر وسيلة فعّالة للتعبير العاطفي غير اللفظي. علاوة على ذلك، يعزز الفن التشكيلي من الثقة بالنفس، ويُسهم في بناء الهوية الشخصية وتطوير التفكير الإبداعي.

وقد أثبتت تدخلات العلاج بالفن فعاليتها في تحسين التكيف النفسي، خاصة في حالات الصدمات النفسية. رغم ذلك، تواجه الأبحاث في هذا المجال تحديات، مثل قلة الدراسات الكمية الدقيقة وصعوبة تعميم النتائج بسبب اختلاف السياقات الثقافية. ومع ذلك، تبقى الفنون التشكيلية أداة واعدة في مجالات العلاج النفسي والتعليم والتنمية المجتمعية. فكيف يمكن توظيف الفن التشكيلي كأداة علاجية فعالة في المؤسسات التربوية؟ كيف يؤثر الفن التشكيلي إيجابيا على الصحة النفسية؟

يستعرض هذا البحث الدور المتنامي للفن التشكيلي بوصفه وسيلة فعالة في تحسين الصحة النفسية ودعم العمليات العلاجية إذ يُعد الفن التشكيلي أداة للتعبير الصامت، كما تتيح للأفراد الإفصاح عن مشاعرهم وتجاربهم الداخلية بطريقة آمنة ومبدعة. فهل يمكن أن يكون الفن التشكيلي أملا علاجيا فعلا؟

الكلمات المفتاحية: الفن التشكيلي، الإبداع، العلاج، الصحة النفسية، التأثير.

What Role Does Visual Art Play in Supporting Children's Mental Health and Enhancing Their Creativity?

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Abstract

Indicated that engaging in artistic activities such as painting, sculpture, and other forms of visual arts helps reduce stress and anxiety, improves mood, and provides an effective means for non-verbal emotional expression. Furthermore, visual art enhances self-confidence, contributes to the development of personal identity, and stimulates creative thinking. Art therapy interventions have proven effective in improving psychological adjustment, particularly in cases of psychological trauma.

Nevertheless, research in this field faces several challenges, including a lack of rigorous quantitative studies and the difficulty of generalizing results due to variations in cultural contexts. Despite these limitations, visual arts remain a promising tool in the fields of psychotherapy, education, and community development.

So, how can visual art be employed as an effective therapeutic tool within educational institutions? How does it positively impact mental health?

This study explores the growing role of visual art as an effective means for improving mental health and supporting therapeutic processes. Visual art is considered a form of silent expression, offering individuals a safe and creative way to disclose their emotions and internal experiences. Could visual art truly represent a therapeutic hope?

Keywords: Visual Art, Creativity, Therapy, Mental Health, Impact

تقنيات تكنولوجيا التعليم وتدريس العلوم بالمؤسسات المغربية (الكيمياء - الفيزياء نموذجاً)

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الملخص

يعتبر تطبيق التكنولوجيا في مجال التعليم تحدياً كبيراً، اليوم، ولم يعد ترفاً بل حاجة أساسية وملحة؛ الأمر الذي يستدعي الإلمام بمجال تفعيلها بشكل علمي حتى نستطيع تطوير آليات الاشتغال التربوي والوصول إلى الأهداف المرجوة في ظل منافسة عالمية لا تعترف بالطرق التقليدية التي تحدّ من عمليات الإبداع والابتكار في مجال التعليم والمعرفة.

ويهدف هذا البحث إلى التعرف على إمكانية توظيف التقنيات الحديثة لتكنولوجيا التعليم في تدريس العلوم (علوم الكيمياء والفيزياء نموذجاً) في المدارس الثانوية، لاسيما المغربية. بالإضافة إلى قياس نسبة مهارة المدرسين في التعامل مع هذه التقنيات...

ولتحقيق مرمى البحث سنختار المنهج الوصفي الذي تفترضه طبيعة البحث وآفاقه.

✓ وقد توصل البحث للنتائج الآتية:

✓ ضعف توافر تقنيات تكنولوجيا التعليم في المدارس؛

✓ نقص استعمال تقنيات تكنولوجيا التعليم في التدريس؛

✓ انخفاض مستوى مهارة المدرسين في استعمال تكنولوجيا التعليم؛

✓ كثرة المعوقات التي تحول دون استعمال تقنيات تكنولوجيا التعليم في التدريس من وجهة نظر عينة البحث.

وفي نهاية البحث ندعو إلى ضرورة توفير تقنيات تكنولوجيا التعليم في كافة المدارس، مع إعداد دورات تدريبية للمدرسين لمواكبة التطور العلمي والتسارع المعرفي وبما يسهم بتوظيف تكنولوجيا التعلم في عملية التدريس بنحو فعال وكيفية اعتماد التعليم الإلكتروني والإفادة من مواقع التواصل الاجتماعي مع المتعلمين. يضاف إلى ذلك إعداد كراسات تتضمن أحدث تقنيات التعليم وإمكانية استعمالها في التدريس...

الكلمات المفتاحية: تعليم، تكنولوجيا، مدرسة، تدريس العلوم.

Educational Technology Techniques and the Teaching of Sciences in Moroccan Schools:

Chemistry and Physics as a Model

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Abstract

The application of technology in education is a major challenge today. It is no longer a luxury, but rather a basic and urgent need. This requires a scientific understanding of how to implement it so that we can develop educational work mechanisms and achieve our desired goals, amidst global competition that does not recognize traditional methods that limit creativity and innovation in education and knowledge.

This research aims to identify the potential for employing modern educational technology in teaching science (chemistry and physics as a model) in secondary schools, particularly in Morocco. It also aims to measure teachers' proficiency in using these technologies...

To achieve the research objective, we will adopt a descriptive approach, as required by the nature and scope of the research.

✓ The research reached the following results:
✓ Lack of educational technology in schools;
✓ Lack of use of educational technology in teaching;
✓ Low level of teacher skill in using educational technology;
✓ Many obstacles hindering the use of educational technology in teaching, from the perspective of the research sample.

At the end of the research, we call for the necessity of providing educational technology techniques in all schools, along with preparing training courses for teachers to keep pace with scientific development and cognitive acceleration, thus contributing to the effective employment of learning technology in the teaching process, and how to adopt e-learning and benefit from social networking sites with learners. In addition, brochures are prepared that include the latest educational technologies and their potential use in teaching...

Keywords: education, technology, school, science teaching.

تنمية الوعي التاريخي بالتعليم الثانوي التأهيلي المغربي: مساهمة في بناء تصور ديداكتيكي دامج لمبادئ التصميم الشامل للتعلم

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الملخص

تنطلق هذه الدراسة من واقع الممارسة الميدانية لتدريس التاريخ بالتعليم الثانوي المغربي، وهو واقع يشير إلى ضعف جلي في مستوى الوعي التاريخي لدى المتعلمين المغاربة في ارتباط بعوامل متعددة ديداكتيكية وبيداغوجية، من بينها صعوبة استجابة الممارسات التدريسية السائدة للمتعلمين بمختلف أنماط تعلمهم، وهيمنة التلقين والاسترجاع في تدريس المادة.

وعليه، فإن هذه الدراسة تهدف إلى بناء تصور ديداكتيكي دامج لمادة التصميم الشامل للتعلم، يمكن أن يسهم بشكل فعال في تحقيق هدفين، هما:

- تحقيق الدمج البيداغوجي لجميع المتعلمين، سواء المتعلمون العاديون أو ذوي الاحتياجات الخاصة؛

- تنمية الوعي التاريخي ليس فقط لدى المتعلمين المغاربة بالتعليم الثانوي التأهيلي، ولكن أيضا يمكن توظيفه في باقي دول العالم.

وقد تم توظيف المنهجين الوصفي التحليلي والتأملي في هذه الدراسة؛ إذ من خلالهما تم الانطلاق من واقع تدريس مادة التاريخ بالسلك الدراسي المذكور واستقراء الأدبيات التربوية ذات الصلة لبلوغ الهدف المصرح به.

الكلمات المفتاحية: الوعي التاريخي – تنمية الوعي التاريخي – التعليم الثانوي التأهيلي –تصور ديداكتيكي – مبادئ التصميم الشامل للتعلم.

Developing Historical Awareness in Moroccan Upper-Secondary Education: A Contribution to Building an Inclusive Didactic Framework Based on Universal Design for Learning (UDL) Principles

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Abstract

This study originates from the field reality of history teaching in Moroccan secondary education, a reality that highlights a marked weakness in students' levels of historical consciousness. Such weakness is attributable to several didactic and pedagogical factors, notably the limited capacity of prevailing teaching practices to accommodate diverse learning styles, and the predominance of rote instruction and memorization in the subject.

Against this backdrop, the study seeks to develop a didactic framework grounded in the principles of Universal Design for Learning, with the potential to contribute effectively to two main objectives:

• Promoting pedagogical inclusion for all learners, whether mainstream students or those with special educational needs;

• Advancing the development of historical consciousness not only among Moroccan secondary school learners but also within a framework adaptable to other educational contexts worldwide.

Methodologically, the study employs both descriptive-analytical and reflective approaches. Through these, it draws upon the actual practices of history teaching at the secondary level and engages with relevant educational literature in order to achieve the stated objectives.

Keywords: Historical consciousness – Development of historical consciousness – Secondary education – Didactic framework – Universal Design for Learning

La place de l'éducation artistique dans le système éducatif marocain

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Résumé

De nos jours, l'éducation artistique apparaît comme un catalyseur essentiel d'une formation holistique des élèves, en ce qu'elle favorise le développement de compétences métacognitives qui constituent, dans le contexte contemporain, des ressources intellectuelles et sociales de première nécessité. Par le biais des pratiques musicales, plastiques, théâtrales et chorégraphiques, l'élève apprend à exprimer sa sensibilité, à affirmer son intelligence émotionnelle, à coopérer avec autrui et à affiner la justesse de son discernement critique.

C'est dans cette optique-là, que nous, formateurs et formatrices du CRMEF, avons décidé de mener un sondage auprès d'élèves et d'enseignants issus de différents établissements publics au Maroc. Les résultats ont ainsi révélé que l'éducation artistique demeurait largement marginalisée dans leur parcours : la majorité des participants ont déclaré ne pas l'intégrer dans leurs pratiques pédagogiques ou dans leurs expériences scolaires. Cette absence traduit non seulement une sous-valorisation institutionnelle de l'éducation artistique, mais aussi un manque de sensibilisation quant à son rôle performatif dans le développement des soft-skills.

Les constats tirés de cette expérience soulignent la nécessité de repenser la place de l'éducation artistique dans les curricula marocains, non plus comme un simple complément culturel, mais comme un dispositif structurant de formation des compétences humaines et sociales, en étroite articulation avec les exigences du XXIe siècle.

Mots-clés : Éducation artistique, élèves marocains, enseignement, soft-skills

The Role of Arts Education in the Moroccan Educational System

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Abstract

Today, arts education emerges as a vital catalyst for the holistic formation of students, insofar as it nurtures the development of metacognitive skills that, within the contemporary context, constitute indispensable intellectual and social resources. Through musical, visual, theatrical, and choreographic practices, learners are encouraged to articulate their sensibility, to strengthen their emotional intelligence, to collaborate effectively with others, and to refine the acuity of their critical judgment.

With this perspective in mind, we, as trainers at the CRMEF, undertook a survey among students and teachers from various public schools in Morocco. The findings revealed that arts education remains largely marginalized within their educational trajectories: the majority of respondents reported that it was neither integrated into their pedagogical practices nor present in their schooling experiences. This absence reflects not only the institutional undervaluation of arts education, but also a lack of awareness regarding its performative role in cultivating soft skills.

The insights drawn from this study underscore the pressing need to reconceptualize the place of arts education in Moroccan curricula—not merely as a cultural adjunct, but as a structuring framework for the formation of human and social competencies, closely aligned with the demands of the twenty-first century.

Keywords: Arts education, Moroccan students, teaching, soft skills

مكانة التربية الفنية في المنظومة التربوية المغربية

بتول بيالي

مختبر البحث في الاتصال والفلسفة: لوغوس

كلية الآداب والعلوم الإنسانية – بن مسيك

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مختبر البحث في الاتصال والفلسفة: لوغوس

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الملخص

تعتبر التربية الفنية، اليوم، حافزا أساسيا للتعليم الشامل للتلاميذ؛ إذ تعزز وتساعد في تنمية المهارات ما وراء المعرفية، التي تُشكّل، في السياق المعاصر، موارد فكرية واجتماعية أساسية. من خلال الممارسات الموسيقية والفنون التشكيلية والمسرحية والكوليغرافية، يتعلم التلميذ كيف يعبر عن إحساسه، وتعزيز ذكائه العاطفي، والتعاون مع الآخرين، وتحسين دقة أحكامه النقدية.

وانطلاقًا من هذا، قررنا نحن، مجموعة من المكوّنين والمكونات بالمركز الجهوي لمهن التربية والتكوين بالدار البيضاء، إجراء استطلاع للرأي للتلاميذ والأساتذة من مختلف المؤسسات التعليمية العمومية في المغرب. وقد كشفت النتائج أن التربية الفنية لا زالت مُهمّشَة إلى حد كبير في مساراتهم التعليمية. وأفاد غالبية المشاركين أن عدم دمجها في ممارساتهم التدريسية أو تجاربهم الأكاديمية يعكس الغياب ليس فقط استخفافًا مؤسساتيا بتعليم الفنون، بل أيضًا نقصًا في الوعي بدوره الأدائي في تنمية المهارات الحياتية.

وتسلط نتائج هذه التجربة الضوء إلى الحاجة على إعادة النظر في مكانة التربية الفنية في المناهج المغربية، بحيث لم تعد مجرد مكمل ثقافي، بل أصبحت آلية هيكلية لتدريب المهارات الإنسانية والاجتماعية، بما يتماشى مع متطلبات القرن الحادي والعشرين، ومستلزماته وتحدياته.

كلمات مفتاحية: التربية الفنية ، التلاميذ المغاربة ، التعليم ، المهارات الحياتية

توظيف الذكاء الوجداني في تعليم العربية للناطقين بها وغير الناطقين: نماذج وتطبيقات

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الملخص

يشكل تعليم العربية للناطقين بغيرها مجالا خصبا لأبحاث ودراسات متعددة، تشكل "اللسانيات التطبيقية" واحدة منها لكونها تفتح آفاق الدراسة والبحث على أبعاد وتخصصات مختلفة ودقيقة، تغني المجال وتوسع من دائرة تطبيق مناهج واستراتيجيات متعددة؛ مستفيدة من علوم أخرى (كالذكاء الإصطناعي وعلم النفس بفروعه وعلوم التربية والديداكيك وعلم الاجتماع والعلوم المعرفية وطرق اشتغال الدماغ، والمعالجة الذهنية للغة والمعارف...). وكما لايخفى اليوم؛ فإن مجال تعليم العربية للناطقين بغيرها أصبح من التخصصات التي تتطلب اهتماما خاصا يعنى بالبرامج والمناهج والسياق اللغوي والثقافي والتكوين البيداغوجي والإعداد اللوجستيكي، وغيره...وأن من شأن تطويره عبر الاستفادة من مناهج باقي اللغات الحية، تحديث مقاربات واستراتيجيات تعليم وتعلم اللغة العربية سواء تعلق الأمر بالناطقين بها أو بغيرها.

من هذا المنطلق؛ نروم في هذه المداخلة الحديث عن توظيف الذكاء الوجداني في تعليم العربية للناطقين بها وغير الناطقين، مع عرض نماذج نظرية وتطبيقية، وذلك؛ من خلال تجربتنا في المجال نفسه "ضمن برامج دولية لتعليم العربية لغير الناطقين بها.

الكلمات المفتاحية: الذكاء الوجداني – تعليم العربية لغير الناطقين بها – المعالجة الذهنية- المعالجة

المعرفية- اللسانيات التطبيقية.

Employing Emotional Intelligence in Teaching Arabic to Native and Non-Native Speakers: Models and Applications

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Abstract

The field of teaching Arabic to non-native speakers constitutes a fertile ground for extensive research and scholarly inquiry. Among the most significant contributing disciplines is applied linguistics, which offers a multidimensional framework for exploring and enriching this domain. Through its interdisciplinary nature, applied linguistics facilitates the incorporation of diverse methodologies and strategies, drawing on insights from various fields such as artificial intelligence, psychology (in its multiple branches), education sciences, didactics, sociology, cognitive sciences, neuroscience, and the cognitive and mental processing of language and knowledge.

In recent years, the teaching of Arabic as a foreign language has evolved into a specialized academic and professional field that demands focused attention on various pedagogical components, including curriculum development, instructional design, linguistic and cultural context, teacher training, and logistical preparation. Enhancing this field by adopting best practices and methodologies from other modern languages can significantly contribute to the renewal and modernization of pedagogical approaches for both native and non-native Arabic learners.

This presentation aims to explore the role of emotional intelligence in the teaching and learning of Arabic for both native and non-native speakers. The discussion will be supported by a selection of theoretical frameworks and practical applications, based on the author's experience within international Arabic language teaching programs targeting non-native speakers.

Keywords: Emotional Intelligence – Teaching Arabic as a Foreign Language – Cognitive Processing – Mental Processing – Applied Linguistics.

Apprentissage scientifique à l'ère des supports numériques interactifs "Scientific Learning in the Era of Interactive Digital Tools"

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Résumé

L'intégration des technologies de l'information et de la communication (TIC) dans l'enseignement des sciences de la vie et de la terre (SVT) permet de mieux représenter les données et de soutenir des tâches cognitives complexes, comme la construction de diagrammes ombrothermiques.

Cette étude évalue l'impact d'une ressource numérique interactive basée sur le logiciel MEDIATOR, conçue autour d'un scénario pédagogique par tâches, sur les compétences des élèves du tronc commun scientifique au Maroc. 144 élèves ont été répartis en trois groupes : ressource numérique (n=58), fiche méthodologique imprimée (n=30) et groupe témoin (n=58). Les résultats montrent que le groupe utilisant la ressource numérique obtient les meilleurs résultats en termes d'axes correctement titrés et gradués, ainsi qu'en identification des paramètres climatiques du diagramme.

Ces résultats suggèrent que l'usage d'outils numériques interactifs améliore significativement la précision procédurale et la compréhension interprétative des élèves, comparativement aux supports imprimés ou à l'absence de support.

Mots-clés : diagrammes ombrothermiques, logiciel MEDIATOR, SVT, TIC.

Scientific Learning in the Era of Interactive Digital Tools

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Abstract

The integration of information and communication technologies (ICT) in Life and Earth Sciences (LES) education enhances data representation and supports complex cognitive tasks, such as constructing ombrothermic diagrams.

This study evaluates the impact of a task-based interactive digital resource developed with **MEDIATOR** software on the skills of secondary school students in Morocco. A total of 144 students were divided into three groups : digital resource (n=58), printed method sheet (n=30), and control group (n=58).

Results indicate that students using the digital resource achieved the highest accuracy in properly titled and graduated axes and in identifying climate parameters. These findings suggest that interactive digital tools significantly improve procedural accuracy and interpretative understanding compared to printed materials or no support.

Keywords: ombrothermic diagrams, MEDIATOR software, Life and Earth Sciences, ICT.

واقع إدماج الموارد الرقمية في تدريس التاريخ: دراسة ميدانية في آراء أساتذة مديرية فاس

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الملخص

يشكل إدماج الموارد الرقمية في العملية التعليمية التعلمية أحد أبرز التوجهات العالمية الرامية إلى تجديد الممارسات البيداغوجية والارتقاء بجودة التعلمات. وفي هذا السياق، تبنى المغرب بشكل صريح هذا التوجه من خلال مجموعة من السياسات والبرامج الإصلاحية، التي تبلورت في مشاريع الميثاق الوطني للتربية والتكوين، والرؤية الاستراتيجية 2015-2030 ثم خارطة الطريق 2022-2026. غير أن تدريس مادة التاريخ ما يزال يطرح عدة تساؤلات جوهرية حول مستوى تفعيل هذا التوجهات على المستوى العملي داخل الفصول الدراسية.

بناء على ذلك، هدفت الدراسة إلى تشخيص واقع إدماج الموارد الرقمية في درس التاريخ من منظور الأساتذة، ورصد تصوراتهم للتحديات التي تعيق هذا الإدماج، فضلا عن استجلاء الحلول والمقترحات الكفيلة بتفعيل التوجهات الرسمية. ولتحقيق هذه الأهداف، اعتمد البحث المنهج الوصفي-التحليلي، بالاستناد إلى استمارة إلكترونية وزعت على عينة من 191 أستاذا وأستاذة بمديرية فاس، شملت مختلف الأسلاك والتخصصات المرتبطة بالمادة. وقد تم تحليل البيانات باستخدام التكرارات والنسب المئوية.

أظهرت النتائج أن توظيف الموارد الرقمية في درس التاريخ يظل محدودا رغم الوعي الواسع بأهميتها؛ إذ صرح أغلب المشاركين إلى أن وجود تحديات مؤسساتية وتقنية وتكوينية تحول دون التفعيل الأمثل، من قبيل غياب التكوينات المتخصصة وضعف التجهيزات اللوجستية. في المقابل، اقترح الأساتذة جملة من الحلول في مقدمتها تعزيز التكوين المستمر، وتحسين البنية التحتية، وتوفير موارد رقمية ملائمة للمنهاج.

وتخلص الدراسة إلى أن تجاوز هذه الإكراهات يستلزم رؤية شمولية تجمع بين التكوين والتجهيز والدعم البيداغوجي الموجه، بما يضمن إدماجا فعالا ومستداما للموارد الرقمية في درس التاريخ.

الكلمات المفتاحية: تدريس التاريخ – الموارد الرقمية – الممارسة الصفية – التكوين المستمر.

The Reality of Integrating Digital Resources in the Teaching of History: A Field Study on the Opinions of Teachers in the Fez Directorate

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Abstract

The integration of digital resources into the teaching–learning process has become one of the most prominent global trends aimed at renewing pedagogical practices and enhancing the quality of learning. In this context, Morocco has explicitly embraced this orientation through a series of policies and reform programs, notably the National Charter of Education and Training, the Strategic Vision 2015–2030, and the roadmap 2022–2026. However, the teaching of History still raises fundamental questions regarding the extent to which these orientations are effectively implemented in classroom practice.

Accordingly, this study sought to diagnose the reality of digital resource integration in History lessons from teachers' perspectives, by exploring their perceptions of the challenges hindering such integration and by identifying the solutions and proposals most conducive to operationalizing official orientations. To achieve these objectives, the research adopted a descriptive–analytical method, drawing on an online questionnaire administered to a sample of 191 teachers in the Fez Directorate, representing different educational levels and subject specializations. Data were analyzed using frequencies and percentages.

Findings revealed that the use of digital resources in History lessons remains limited despite widespread awareness of their importance. The majority of participants reported institutional, technical, and training-related barriers, such as the absence of specialized training opportunities and insufficient logistical infrastructure. Conversely, teachers proposed several solutions, most notably the reinforcement of continuous professional development, the improvement of school infrastructure, and the provision of curriculum-aligned digital resources.

The study concludes that overcoming these obstacles requires a comprehensive vision that combines training, infrastructure, and pedagogical support, thereby ensuring effective and sustainable integration of digital resources in History teaching.

Keywords: History teaching – Digital resources – Classroom practice – Continuous professional development

التناوبات الحركية في عين الفعل الثلاثي وأثرها على ديدكتيك مكون التصريف

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الملخص

ناقش الصرفيون العرب مسألة التناوبات الحركية التي تكتنف عين الفعل الثلاثي وذلك بقصد الوقوف على اطرادات نسقية وقواعد ضابطة لهذه التناوبات في أفق اعتمادها مقاييس تعتمد في تدريس مكون التصريف.

ونسعى من خلال هذه الورقة ، باعتماد النظرية الصواتية الأبوفونية المعتمدة في (كرسل و لوفنشطام 1996) وكذا نظرية انشطار الفتحة كما بلورها (السغروشني1991,1992)، إلى إثبات نسقية القواعد والاطرادات المتحكمة في التناوبات الحركية التي تخص عين الفعل الثلاثي في ارتباط بالصوامت الحلقية المتواجدة في محيط صيغة (فَعَل) مع الوقوف على أهمية العين في هذه الصيغة وما تمتاز به مقارنة مع الفاء و اللام، فضلا عن توجيه ديدكتيك التصريف بالمدرسة الابتدائية و الإعدادية إلى ضبط هذه المتحكمات في حركة عين المضارع تبعا لأبواب التصريف العربي.

الكلمات المفتاحية: التناوب الحركي – الصيغ – الصواتة الأبوفونية – انشطار الفتحة.

Phonological Alternations in the Middle Radical of the Triliteral Verb and Their Impact on the Didactics of Morphological Conjugation

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Abstract

Arab morphologists discussed the issue of vowel alternations that surround the vowel of the triliteral verb with the aim of identifying systematic regularities and rules controlling these alternations with a view to adopting them as standards to be relied upon in teaching the morphology component.

Through this paper, we seek, by adopting the apophonic phonological theory adopted by (Kersel and Löwenstam 1996) and the split-fatha theory as formulated by (Al-Saghroushni 1992, 1993), to demonstrate the systematic rules and patterns governing vowel alternations specific to the vowel of the triliteral verb in relation to the pharyngeal consonants surrounding the suffix (fa'al). We also aim to highlight the importance of the vowel in this form and its advantages compared to the fa' and lam, as well as to direct morphology didactic instruction in elementary and middle school towards regulating these rules governing the vowel of the present tense vowel according to the principles of Arabic morphology.

Keywords: vowel alternation – forms – apophonous vowels – splitting of the opening.

التواصل التربوي وأهميته في تعليم اللغات وتعلمها

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الملخص

التدريس عملية تهدف إلى تربية المتعلّم وتعليميه، هذه العملية تتضمن مجموعة من الأفعال التواصلية من أهمها التواصل التربوي الذي يعدّ من أهم الكفايات اللازمة التي ينبغي أن تتوفر في المدرس لإنجاح مهامه التربوية والتعليمية.

فعملية التواصل التربوي تهدف إلى تفعيل الحوار وتنشيط الدرس من خلال وضعيات تعليمية، وهو يعتبر من أول الأولويات التي تساهم بشكل كبير في تجويد العرض التربوي وإنجاح تعليم وتعلّم اللغات خاصة اللغة العربية التي أضحت تعرف تراجعا كبيرا في منظومتنا التعليمية بسبب عدّة عوامل، ففشل المنظومة التربوية في تحقيق الأهداف والغايات الكبرى، ولا يرجع هذا الفشل إلى السياسات التعليمية أو المناهج الدراسية وحدها، بقدر ما يكون ناتجا عن غياب التواصل التربوي الفعال والايجابي.

فالتواصل التربوي هو علاقة تواصلية بين المدرس وتلاميذه، وبين التلاميذ أنفسهم، يتضمن نمط الإرسال اللفظي وغير اللفظي، تتجلى وظائفه في التبادل والتبليغ والتأثير، ومن شروط نجاحه: المناخ المناسب، التفاعل الإيجابي، التغذية الراجعة، والعلاقة التواصلية الفعالة، أما عناصره فهي: المدرّس، المتعلّم، المحتوي التواصلي، الوسيلة والأهداف.

تتفاعل كل هذه العناصر والوظائف، فتساهم في خلق تواصل تربوي فعّال يحقق تحصيلا دراسيا إيجابيا في مقدّمته تحسين جودة تعليم اللغات وتعلمها. ولتحقيق هذه الأهداف لابدّ من توفير ما يلي:

- إعداد مناهج تدريس اللغات بجديّة وموضوعية.

- الاهتمام بتكوين المدرسين تكوينا جدّيا.

- تجنب السلوك العدائي والممارسات العنيفة.

- توفير بنية تحتية مناسبة ومعدّات ديداكتيكية حديثة.

الكلمات المفتاحية: التواصل التربوي – التأثير – التفاعل – التحصيل.

Educational Communication and Its Importance in Language Teaching and Learning

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Abstract

Teaching is a process aimed at educating and instructing learners. This process involves a set of communicative actions, including educational communication, which is one of the most important competencies that a teacher should possess in order to succeed in their educational and instructional tasks.

The process of educational communication aims to activate dialogue and stimulate the lesson through educational situations. It is considered one of the top priorities that contribute significantly to improving the educational presentation and the success of language learning, especially Arabic, which has experienced a significant decline in our educational system due to several factors. The failure of the educational system to achieve its major goals and objectives is not always attributed to educational policies or curricula, but also to the absence of effective and positive educational communication.

Educational communication is a communicative relationship between the teacher and their students, and among the students themselves. It includes both verbal and non-verbal communication styles and its functions manifest in exchange, communication, and influence. The conditions for its success include a suitable climate, positive interaction, feedback, and effective communicative relationships. Its elements include the teacher, the learner, the communicative content, the medium, and the objectives.

All of these elements and functions interact to create effective educational communication that achieves positive academic outcomes, particularly in improving the quality of language education and learning. To achieve these goals, the following must be provided:

- The development of language teaching curricula with seriousness and objectivity.

- Attention to the serious training of teachers.

- Avoidance of hostile behavior and violent practices.

- The provision of suitable infrastructure and modern didactic equipment.

Keywords: educational communication, influence, interaction, academic achievement.

Liselerde Din Kültürü ve Ahlak Bilgisi Öğretmenlerinin En Sık Karşılaştıkları Sorgulayıcı Öğrenci Soruları: Bayburt Örneği

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Özet

Bu bildiri, Bayburt il merkezindeki liselerde görev yapan Din Kültürü ve Ahlak Bilgisi (DKAB) öğretmenlerinin din kültürü derslerinde sıklıkla karşılaştıkları sorgulayıcı din sorularını mercek altına alan henüz yayınlanmayan kapsamlı bir araştırmanın bulgularını sunmaktadır. Özellikle ergenlik dönemindeki öğrencilerin dini konulara yönelik artan merak ve sorgulama eğilimleri ile sosyal medyanın bilgi edinmedeki yaygın etkisi göz önüne alındığında, bu soruların niteliği ve ortaya çıkış biçimleri büyük bir önem arz etmektedir. Çalışma, öğrencilerin dini sorgulamalarının içeriklerini ortaya koymayı hedeflemektedir. Araştırma, nitel araştırma desenlerinden durum çalışması ile yürütülmüştür. Bu kapsamda, Bayburt merkez ilçesindeki liselerde görev yapan 15 DKAB öğretmeniyle yarı yapılandırılmış görüşmeler yapılmış ve elde edilen veriler, içerik analizi yöntemiyle detaylı bir şekilde çözümlenerek temalar ve alt temalar halinde sunulmuştur. Analizler sonucunda, lise öğrencilerinin DKAB derslerinde en sık yönelttikleri sorgulayıcı din sorularının geniş bir yelpazeyi kapsadığı belirlenmiştir. Bu soruların başında Allah'ın varlığı ve sıfatları (Örneğin; Allah neden görünmez? Allah her şeyi biliyorsa neden imtihan eder?), gayb âlemiyle ilgili konular (cinler, melekler, şeytan), cennet ve cehennemin niteliği, ruhun durumu ve ölüm sonrası yaşam gibi temel inanç esaslarına yönelik derinlemesine sorgulamalar gelmektedir. Ayrıca, kadınların İslam'daki yeri ve başörtüsü gibi sosyal ve cinsiyet rolleriyle ilgili konular, kötülük problemi (Allah varsa neden dünyada acı ve kötülük var?), kader inancı, ibadetlerin hikmetleri (namaz, oruç gibi), mucizelerin gerçekliği ve dini metinlerin anlaşılması gibi konularda da yoğun sorular yöneltildiği tespit edilmiştir. Öğrencilerin LGBT gibi güncel ahlaki ve sosyal meseleler hakkında da sorgulamalar yaptığı gözlemlenmiştir. Bu soruların genellikle öğrencilerin sosyal medyadan veya çevrelerinden edindikleri bilgilerden kaynaklandığı bulgulanmıştır. Bu araştırma, DKAB müfredatının öğrencilerin güncel sorgulamalarına daha iyi cevap verebilecek şekilde güncellenmesi ve öğretmenlerin bu konularda daha donanımlı hale getirilmesi için önemli çıkarımlar sunmaktadır.

Anahtar Kelimeler: Din Kültürü ve Ahlak Bilgisi, Sorgulayıcı Din Soruları, Lise Öğrencileri

The Most Frequently Encountered Inquiry-Based Student Questions by Religious Culture and Ethics Teachers in High Schools: The Case of Bayburt

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Abstract

This paper presents the findings of a comprehensive non-published study that examines the critical questions about religion frequently encountered by teachers of Religious Culture and Ethics (RCE) in high schools in the central district of Bayburt. Given the increasing curiosity and questioning tendencies of students, especially those in adolescence, regarding religious issues, and the widespread influence of social media on information acquisition, the nature and form of these questions are of great importance. The study aims to reveal the content of students' religious questions. The research was conducted using a case study, one of the qualitative research designs. Within this scope, semi-structured interviews were conducted with 15 DKAB teachers working in high schools in the central district of Bayburt, and the data obtained were analyzed in detail using content analysis and presented in the form of themes and sub-themes. The analysis revealed that the most frequently asked religious questions by high school students in DKAB classes covered a wide range of topics. These questions primarily involve in-depth inquiries into fundamental beliefs, such as the existence and attributes of Allah (e.g., Why is Allah invisible? If Allah knows everything, why does He test us?), topics related to the unseen world (jinn, angels, Satan), the nature of heaven and hell, the state of the soul, and life after death. In addition, it has been observed that students ask intense questions about topics such as the place of women in Islam and issues related to social and gender roles, such as the headscarf, the problem of evil (if God exists, why is there pain and evil in the world?), belief in destiny, the wisdom of worship (such as prayer and fasting), the reality of miracles, and the interpretation of religious texts. It has been observed that students also question current moral and social issues such as LGBT. It has been found that these questions generally stem from information obtained by students from social media or their surroundings. This research provides important insights for updating the DKAB curriculum to better respond to students' current questions and for equipping teachers with more knowledge on these issues.

Keywords: Religious Culture and Ethics, Critical Religious Questions, High School Students