Lifelong Learning and its Reflections on Turkish Elementary Education Curricula[*]

Yaşam Boyu Öğrenme ve Türkiye'deki İlköğretim Programlarına Yansımaları

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Abstract

Lifelong learning, in its broad sense, emphasises the spread of learning opportunities through the whole of life. Thus, lifelong learning is a continuing process improving an individual's potential and competence. The aim of this study, where document analysis is employed –a method of qualitativee research- is to state the theoretical and conceptual framework of lifelong learning and analyze the first stage of elementary education in Turkey from the aspect of lifelong learning skills. Content analysis is used to determine the emphasis placed on particular skills by particular courses in the elementary education curricula. In the study, the skills, objectives and activities of Life Sciences, Social Sciences, Science and Technology, Mathematics, Turkish and English curriculum have been accepted as analysis units. In the light of the collected data, it can be concluded that the current elementary school curricula is more sensitive to and better equipped as compared to previous curricula with respect to lifelong learning skills. Nevertheless, lifelong learning related skills and properties are not adequately reflected on curricular activities and objectives.

Keywords: Lifelong learning, lifelong learning skills, elementary education curricula

Öz

Yaşam boyu öğrenme en genel anlamıyla öğrenme fırsatlarının hayatın tümüne yayılmasını vurgulayan ve bireyin yeterliklerini yaşamı boyunca geliştiren devamlı bir süreçtir. Nitel araştırma yöntemlerinden doküman incelemesinin kullanıldığı bu araştırmada, yaşam boyu öğrenmeye ilişkin kavramsal ve kuramsal çerçeve ortaya konmuş ve yaşam boyu öğrenme becerilerinin Türkiye'deki ilköğretim programlarına yansımaları ana hatları ile betimlenmiştir. Çalışmada, ilköğretim birinci kademede uygulanan programlar, yaşam boyu öğrenme becerileri açısından içerik analizine tabi tutulmuş ve hangi derslerde hangi becerilere vurgu yapıldığı belirlenmeye çalışılmıştır. Çalışmada, ilköğretim birinci kademe Hayat Bilgisi, Sosyal Bilgiler, Fen ve Teknoloji, Matematik, Türkçe ve İngilizce dersi öğretim programlarındaki hedefler, beceriler ve etkinlikler analiz birimleri olarak kabul edilmiştir. Elde edilen veriler doğrultusunda, uygulanmakta olan ilköğretim programlarının yaşam boyu öğrenme becerileri açısından önceki programlara kıyasla daha duyarlı ve donanımlı olduğu, ancak bunların kazanım ve etkinliklere yansıtılmasında eksiklerin bulunduğu söylenebilir.

Anahtar Sözcükler: Yaşam boyu öğrenme, yaşam boyu öğrenme becerileri, ilköğretim programları

Introduction

Lifelong learning is a far broader concept compared to the provision of second-chance education and training for adults. It is based on the view that everyone should be able, motivated, and actively encouraged to learn throughout one's life. This view of learning embraces individual and social development of all kinds and in all settings, in other words, formally it may occur, in schools, vocational, tertiary and adult education institutions; and non-formally, at home, at work and in the community. Lifelong learning is the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances, and environments (Byrce, Frigo, McKenzie & Withers, 2000).

Even though the fact that lifelong learning is more frequently mentioned in recent years, the idea of people's learning all through their lives is not new. The first appearance of this idea dates back to early 20th century. The speed of the development and change that was experienced during mid 20th Century caused what had been taught at schools become invalid and useless for people in their prospective lives. Due to the rapid changes and improvements experienced today in various fields, compulsory education is not enough in providing individuals with the knowledge and skills they will need all through their lives, and thus today's individuals feel it necessary to learn all through their lives (Akbaş & Özdemir, 2002). In parallel to this situation, today's ideal person has changed into one who continuously improves the self and spreads the learning activities through his or her life. Therefore, lifelong learning - rather than being a spontaneously occurring process- requires the individual's desire and efforts in this direction (Koç, 2007: 217).

Lifelong learning is the process of learning which occurs throughout life (Jarvis, 2009). In this case lifelong learning refers to formal (sponsored) and informal (unsponsored) learning. Formal learning includes but is not limited to participation for, post high school education provided by colleges and universities; community, state, military or occupationally sponsored programs; professional counseling and proprietary schools. Informal learning includes, but is not limited to, seeking advice from an expert, experienced peer or adult; using a library or other resource center; and setting up a self-directed learning project-leading toward valuing lifelong learning-(Pongratz, 1996).

Lifelong learning, whose fundamental principle is to carry on learning consciously and purposefully all through one's life, is a learning habit and a form of behaviour. The key elements in the concept of lifelong learning are giving the need and control of learning to the individual, ensuring that learning is related with how to think rather than what to think, regarding teachers as models who learn lifelong rather than as persons who deliver knowledge, and considering the aim of evaluation as encouraging development rather than as categorising the learners according to a norm. The basic elements in a lifelong learning biased school are reported as putting the learner and his needs into the centre, learning to learn, self-regulatory learning, and life cycle (Bryce & Withers, 2003).

Definitions of lifelong learning vary according to the perspectives and priorities of policy makers at a given moment. According to the Commission of the European Communities; "Lifelong learning is seen as encompassing all purposeful learning activity, whether formal or informal, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence. In other words lifelong learning indicates "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment-related perspective." (European Commission, 2002).

Lifelong learning can be seen as both a policy goal leading to institutional and programmed reforms and as a process which fosters in learners identities that enable them to thrive in the circumstances of contemporary life. The principle aims of lifelong learning are:

- to build an inclusive society which offers equal opportunities for access to quality learning throughout life to all people, and in which education and training provision is based first and foremost on the needs and demands of individuals,

- to adjust the ways in which education and training is provided and at the same time to ensure that people's knowledge and skills match the changing demands of jobs and occupations, workplace organization and working methods and,

- to encourage and equip people to participate in all spheres of modern public life, especially in social and political life at all levels of the community, including at European level. (European Commission, 2002).

From Education to Lifelong Learning

The greatest reflections of the change in the 21st century, without doubt, have been in educational systems since the aim of educational institutions is to raise individuals who are well-qualified for the new age. The concepts that form the traditional education are turned upside down in the information society. In the past, education meant formal educational institutions that served people within a certain time period; on the contrary, in the information age the existence of educational/teaching environment regardless of time and place prevails. The underlying cause for such an environment is the renewing of the available information and skills, and consequently the need for a lifelong learning. The rapidly developing technology and the intensive increase in the amount of knowledge have greatly contributed to globalization. Today, with globalization, the production of valid information and its application to new domains have been the basic power which determines the national and international competition. Information has been the major source of wealth for nations. The production and use of valid information, which will be a source of wealth, have accordingly loaded new responsibilities to both educational systems and schools. Today, one of the greatest responsibilities of schools is to raise individuals who have the knowledge, skills, values and conduct as necessitated by the globalized world, while transferring the available cultural heritage to new generations (Demirel, 2009).

The differences between the concept of 20st century education and the concept of 21st century lifelong learning are stated by Longworth (2003: 174-175) as follows:

- *Objectives:* In the 20st century; education sets narrow academic objectives and targets and works to achieve these in the present. But in the 21st century; the concept of lifelong learning not only works to achieve present targets but also to impart future long term values and attitudes to learning. For this purpose; it is necessary that curricula deal with life skills more and the link between school and life and the community between industry and society have to be widener.

- *Relationship with industry*: In the concept of 20st education there is rudimentary short term business plan usually around academic matters and little effort is made to keep every stakeholder informed and on-side. But in the concept of 21st century lifelong education there is a full written organizational strategy which is available to all. This strategy plan develops the school into lifelong learning and covers the all aspects of the school's activity. In this aspect in order to bring change in education concept, it is necessary to develop longer term school business plan and make it available to all. It is also necessary to create proactive information strategies to bring all stakeholders on-side.

- *In-service training of teachers*: Another point related to education concept of 20st century is some teachers go on educational courses according to their needs or desires and there are occasional seminars in schools only for teachers. But in the concept of lifelong learning of 21st century, every person in the school has a continuous improvement plan for academic and personal skill embedded into the management system and as a part they are related to the school development plan. For this purpose; it is necessary that not only students but also teachers and admin staff

develop written continuous improvement plans for academic and personal development of pupils and it should be extended these to parents and community.

- *Role of the teacher*: In the 20st century, teachers are the only human resource for curriculum delivery and other resources are supplied from local government and school events. But in the concept of lifelong learning it is objected to add human resource by tapping into skills, talents and knowledge of governors, parents and everyone in the community by exploring funding. In order to do this, besides the human and other resources in the community it is necessary to use innovative strategies to involve the community in school development.

- *Curriculum:* In the 20st century, curriculum is based on discrete subjects and they are assessed on memorizations of facts with fail-pass philosophy. But in the 21st century, the curriculum is based on skills and knowledge, the enhancement of self- esteem and the acceptance of lifelong values. In this aspect the examinations are done as stock-taking part of the personal learning process. In order to change this concept, personal skills development has to be incorporated into the curriculum. Besides, the notion of failure should be taken out of the system and replaced with the strategies for improving personal self esteem.

- *Support services:* In the 20st century the teachers are overworked and sparse support service is given to identify and solve individual learning and social problems. In the concept of lifelong learning, guidance, support and counseling systems are available for all learners and their families.   The social problems are identified rapidly and there are rapid solutions for learning and social problems. In order to eliminate this difference, it is necessary to introduce individual learning guidance systems for all pupils frequently and the resources like mentors should be used in the school and community. The families should be involved the system and rapid response system should be initiated.

- *Evaluation*: In the 20st century, the curriculum and schools are based on examination success. The social curriculum dealt with an ad hoc basis. There are some special and community programs. But in the 21st century aspect; it looks outward to the world and it learns by contributing to the community in which it exists. A strong social curriculum is created to promote a sense of tolerance and understanding of different races, creeds and cultures. In order to enhance the tolerance and understanding in and out of school, an active social curriculum should be introduced. Internet networks should be used in projects to link pupils to other pupils throughout the world.

- *Instruction methods and techniques*: In the 20st century teacher has a role of passer of information through didactic teaching methods using chalk, talk and paper exercises. But in the 21st century, the teacher has a role of developer of learning skills using motivational power of the individualized active learning programmes like ICT, multimedia and networks. With the aim of achieving this system the teachers should be trained in the many uses of technology as learning tools. ICT should be heavily invested thorough innovative programs with industry.

- *Relationship with parents:* In the 20st century, the parents are invited to school to discuss the child's progress once a term and there are occasional public information meetings. But in the 21st century, it is objected to involve the family in to the life of the school through increased home-school cooperation and to develop their awareness about active participation in school events. So they play an active role in the life of school. For this purpose a family participation guide outlining all the things parents can do for the school should be written. To establish a contact with the parents an e-mail line can be opened.

- *School activities:* In the 20st century school, there is only one show or play once a year and the activities out of school are led by only enthusiastic teachers. Sometimes there are Annual School Fair and Presentation Days. In the 21st century, it is possible to enhance the confidence, creativity and the cultural vision of staff, parents, children and community through a wide range of extra-

curricular activities. For this reason, an impressive curricula of school societies, out of school activities, cultures, events should be established and involve the community where is appropriate.

- *Vision of school*: In the 20st century, in some countries it is concentrated mainly on high academic achievers in order to enhance attractiveness to parents through position in league tables. In the 21st century, it is concentrated on academic and personal success of all pupils as a means of enhancing the schools reputation and satisfying society's needs. Besides the public is invited to share it. For this reason the school should be marketed strongly. It is important to emphasize the positive learning opportunities for all children, staff and the community at large. The school should create its own league table of all round achievement.

Lifelong Learning Skills

Lifelong learning has emerged as a central focus of the European Union's (EU) goal of becoming a knowledge society. Lifelong learning aims to build an inclusive society, to adjust the ways in which education and training are provided, and to encourage and equip people to participate in all spheres of modern public life. Indicators of lifelong learning have been established in order to help describe the present situation of lifelong learning, quantify objectives that have been set, provide continuous updates on progress toward objectives, and provide insights into which factors contribute to achieving results. The 15 quality indicators and the 4 areas in which indicators of lifelong learning are situated are as follows: (1) the skills, competencies, and attitudes area contains literacy, innumeracy, new skills for the learning society, learning-to-learn skills, active citizenship skills, and cultural and social skills; (2) the access and participation area contains access to lifelong learning and participation in lifelong learning; (3) the resources for lifelong learning area contains investment in lifelong learning, educators and learning, and ICT (information and communications technology) in learning; and (4) the strategies and system development area contains strategies for lifelong learning, coherence of supply, guidance and counseling, accreditation and certification, and quality assurance (European Commission, 2002).

Candy, Crebert and O'Leary (1994), summed up the characteristics of the person well qualified person for lifelong learning in a somewhat different way. According to them, such people have:

- an inquiring mind characterized by a love of learning, curiosity, a critical spirit and self-monitoring of their own learning,
- "helicopter" vision involving mastery of a particular field paired with broad vision and a sense of the interconnectedness of different fields
- information literacy, including skill in locating, retrieving, decoding (from different sources, such as words, charts or diagrams), evaluating, managing and using information,
- learning skills focused on "deep" learning: deduction of general principles underlying specific knowledge that can be applied in novel situations, not jus ones identical to the situation in which the learning occurred; deep learning is to be contrasted with "surface" learning, that consists essentially of acquisition of facts,
- a sense of "personal urgency" deriving from a favourable self-concept, self-organizing skills an a positive attitude to learning.

The knowledge, skills, abilities and thinking processes define the *ability* to learn. However, promotion of lifelong goes beyond the cognitive aspects to include motivation, attitudes, values, self-image and similar non-cognitive factors. These define *willingness* or *readiness* to learn. Taken together, the ability and readiness outlined above define an idealized lifelong learner. Adapting the list developed by Cropley (1981: 59) this individual:

- is strongly aware of the relationship between learning and real life,
- is aware of the need for lifelong learning,

- is highly motivated to undertake lifelong learning,
- possesses a self-concept conducive to lifelong learning,
- has the necessary skills for lifelong learning.
- These skills include the following:
- capacity to set personal objectives in a realistic way,
- effectiveness in applying knowledge already possessed,
- efficiency in evaluating one's own learning,
- skill at locating information,
- effectiveness in using different learning strategies and in learning in different settings,
- skill in using learning aids such as libraries or the media,
- ability to use and interpret materials from different subject areas (Knapper & Cropley, 2000).

Globalisation and advances in science and technology have been basic factors in determining the profile of human force required by today's societies. In other words, societies today need individuals "who improve themselves" and who possess "lifelong learning skills." Today's societies, in which teaching is no longer restricted to educational institutions and lifelong learning is obligatory, were obliged to revise and question their individuals' and communities' needs. In this context, individuals with lifelong learning skills are required.

This property of lifelong learning, described above requires that lifelong learning individuals have certain characteristics and skills. Those skills and characteristics are listed as:

- Having a desire to learn continuously,
- Having responsibility for their own learning,
- Learning to learn,
- Reading by comprehending,
- Basic skills with numbers,
- Oral and written communication skills,
- Knowledge and skills in employing information technologies,
- Having a wide repertoire of strategies which will enable effective learning,
- Ability to improve the self,
- Upper level thinking skills: effective use of upper level thinking skills such as problem-solving and critical thinking,
- Self-regulated learning skills,
- Having research skills,
- Social skills (having no difficulty in setting up and maintaining interpersonal relations, fitting team work or cooperative learning, etc) (Adams, 2007; Conford, 2002:357; Crother, 2004: 130; Koç: 2007, 215).

Knapper and Cropley (2000), suggest that those who learn lifelong bear the following properties:

- They plan their own learning,
- They measure their own learning,
- They are more active than passive students,
- They learn in both academic and non-academic environments,
- They learn from their peers, teachers and mentors,
- When necessary, they gather information from different sources and disciplines,
- They employ different learning strategies for different situations.

The role of educational institutions is undoubtedly very great in an individual's gaining the above mentioned properties and skills. Educational institutions have a very important role in developing the mentality of lifelong learning. An individual feeling the need to learn in a matter has the possibility to reach knowledge concerning the issue. However, for such a learning educational institutions are required to be more systematic and efficient in meeting the needs. Therefore, the approach of lifelong learning requires educational institutions to be shaped in a manner so as to provide individuals with such skills and properties along their educational lives.

Lifelong learning process requires that learners take responsibility of their learning. As individuals, teachers are acting for their own learning in the lifelong learning process. Lifelong learning activity goes through the whole life continuing between individual and the world (Selvi, 2006). According to Selvi (2010), lifelong learning competencies include the abilities of learning to learn, and teachers' responsibilities of their own professional development. Lifelong learning competencies are related to the ability of learning and skills of using the means or tools of learning to improve the learning throughout the human life. Lifelong learning competencies refer to the teachers' responsibilities for their own learning and development of lifelong learning skills for students. It means that lifelong learning includes two main abilities. The first one is related to teachers own lifelong learning ability and the second one is related to teachers' responsibility to develop students' lifelong abilities.

Key Competences for Lifelong Learning: European Reference Framework

Lifelong learning has become a necessity for all citizens. We need to develop our skills and competences throughout our lives, not only for our personal fulfillment and our ability to actively engage with the society in which we live, but for our ability to be successful in a constantly changing world of work.

"The Key Competences for Lifelong Learning- A European Framework" is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning that was published in the Official Journal of the European Union on 30 December 2006 (Figel, 2007). The Reference Framework sets out eight key competences:

1. *Communication in the mother tongue:* Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feeling, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure.

2. *Communication in foreign languages:* Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to that individual's social and cultural background, environment, needs and/or interests.

3. *Mathematical competence and basic competences in science and technology:* Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of innumeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).

4. *Digital competence:* Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the internet.

5. *Learning to learn:* Learning to learn is the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

6. *Social and civic competences:* These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

7. *Sense of initiative and entrepreneurship:* Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

8. *Cultural awareness and expression:* Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.

The key competences are all considered equally important, because each of them can contribute to a successful life in a knowledge society. Many of the competences overlap and interlock: aspects essential to one domain will support competence in another. Competence in the fundamental basic skills of language, literacy, innumeracy and in information and communication technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities. There are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem-solving, risk assessment, decision-taking, and constructive management of feelings play a role in all eight key competences.

Purpose of the Study

The purpose of this study is to state the theoretical and conceptual framework of lifelong learning and analyze the first stage of elementary education in Turkey from the aspect of lifelong learning skills. In this study, content analysis is used to determine the emphasis placed on particular skills by particular courses in the elementary education curricula in Turkey.

The scope of this research has been restricted to the first stage of elementary education curricula concerning the courses of Life Sciences, Social Sciences, Science and Technology, Mathematics, Turkish and English and attempts have been made to determine the extent to which lifelong learning is included

in the curricula and to determine the skills emphasized. In this context, the curricula of the courses of Life Sciences, Social Sciences, Science and Technology, Mathematics, Turkish and English have been analyzed in terms of lifelong learning skills and properties.

Method

In this research, document review- a qualitative research method- was used. Document analysis involves analysis of written materials containing facts and knowledge about facts; and includes such procedures as reaching the documents, checking the originality of the texts reached, comprehending the documents, analysing the data, and using the results (Yıldırım & Şimşek, 2008).

The curricula prepared by the Ministry of Education for Life Sciences, Social Sciences, Science and Technology, Mathematics, Turkish and English were used as the sources of data collection. Objectives, skills or activities expressing lifelong learning skills were regarded as the unit of content analysis in the curricula under study. The objectives, gains, skills or activities stated in the curricula of those courses were analysed in comparison with basic competencies determined through literature review and with competencies regarded by the EU.

Findings

Basic Skills in Turkish Elementary Education Curricula and Lifelong Learning Skills

The principles of constructivism, student-centeredness, theme approach and active learning were taken as basis in elementary education curricula which went into effect in 2005-2006 academic year in Turkey. New curricula are different from traditional methods as they put the students more in the center of education. The vision of renewed elementary education curricula is "to raise happy Turkish republic citizens who have internalised Ataturk's Principles and Revolutions, equipped with basic democratic values, whose research-questioning, critical thinking, problem-solving and decision-making skills have improved, who *learn lifelong,* and who have respect for human rights". In order to attain that vision, the renewed curricula are expected to have a structure with tendency to raise lifelong learning individuals.

Basic skills that are accepted as common skills in all the curricula in use and which are more or less the same with the lifelong learning skills in literature are; critical thinking, creative thinking, effective communication skills, research skills, problem solving, information and communication technologies (ICT) , entrepreneurship, and Turkish language use. In order to enable students gain these skills, there are a lot of objectives and activities in every curricula.

Critical thinking is having a critical look at subject matters, making a critical interpretation and having a critical decision making process. Critical thinking includes subordinate skills like identifying cause effect relationships, similarities and differences in details, ranking with various criteria, deciding if the given information is reliable or not, analyzing, assessment, meaning making, and inferring. *Creative thinking skill* includes changing, combining or using an idea or product in different situations or creating new products or information according to one's own idea, having a different point of view and inventing. Creative thinking skill includes subordinate skills like developing detailed ideas and enrichment, finding unique solutions to the problems, and having a holistic view. *Good communication skill* is using all communication skills effectively and appropriately in any situation. Communication skill includes subordinate skills like deciding on the right conversational style in a situation, addressing appropriately, using appropriate body language when necessary, active listening, being engaged with the communication in a group of friend, reading effectively and fast, understanding the reading material and being critical, using the appropriate addressing style for the target population while writing and speaking, criticizing his/her own writings. *Research skill* includes skills like realizing the problem by

asking the right and meaningful questions, making a research plan of what to do and how to do in order to solve the problem, estimating the results and possible problems, testing the results and developing ideas. Research skill includes subordinate skills such as making meaningful predictions, deciding on the proper research environment, deciding how much and what kind of data collection should be done, planning the research according to scientific way, deciding on how to make an observation and comparison, using proper assessment tools, making accurate assessments, defining how to report the results, and if the results should be reconsidered or not, relating the results with the main idea, presenting these appropriately, presenting the data, assessing the adequacy of the research results to support the decision to be made, and deciding if the research results are responding the research questions or not. *Problem solving skill* is composed of the skills necessary to solve real problems that students can face with. Subordinate skills can be listed as; identifying the problem, defining the roots of the problem, proper planning to solve the problem appropriately, observing the process, changing the plans and strategies when necessary, testing the methods, assessment of the data and the knowledge at the solution stage,   evaluating the meaning and usage of the solution and realizing new problems. *Information and communication skills* include searching, finding, processing, presenting and evaluating the information. It also includes subordinate skills such as deciding proper use of information technology, planning while using information technology, having necessary skills to use information technologies, reaching the information from different sources, identifying the effectiveness of the available data, analyzing the information, electing the trustworthy and useful information, evaluating them, reaching a conclusion, presenting the result appropriately and using the results in new fields. *Entrepreneurship* is a body of skills that involves exhibiting appropriate manners at relevant moments that are deemed necessary and effective in social, interpersonal and business settings as well as establishing an infrastructure for better manufacturing or marketing a product or service. Entrepreneurship includes subordinate skills such as developing empathy, exhibiting calm behavior during interpersonal relationships, planning, carrying out plans, risk taking, anticipating the need for a product in some field/market, planning a product, manufacturing, doing market research, and marketing. *Skills for proper, effective use of Turkish language* includes subordinate skills such as proper, effective and artful use of Turkish language; fully and quickly understanding written and spoken materials; fully and clearly expressing thoughts, feelings, and desires; forming grammatically correct sentences, possessing a rich lexicon, and developing an aesthetic sense.

It is seen that basic competencies expected that each student has to have and taken place as common skills in the elementary education curricula organized by the National Ministry of Education meet the lifelong learning competencies. According to the findings, a ***communication competency in the mother-tongue*** is the leading one among the common skills in all the curricula. Teaching English as a foreign language in the 4th and 5th classes being compulsory is an important step as providing the development of ***communication competence in the foreign language*** from early years. ***Mathematical competence and basic competencies in Science and Technology*** takes part heavily in the curriculum of Mathematics and Science and Technology course curriculum. Using information technology as one of the common competencies aims to gain students ***digital competence***. It is seen that ***learning to learn*** competency is specially stressed in the curriculum of Social Studies. ***Social and civil competencies*** are integrated with the curricula of the Life Sciences and Social Studies curricula. Also, "Civil rights and Citizenship" has taken part in the curricula as an inter discipline. ***Sense of initiative and entrepreneurship*** has taken place both in among the common skills and also defined as an interdicipline. ***Cultural awareness and expression*** competency has become efficient in the Turkish Language and Social Sciences curricula.

Lifelong Learning Skills in Life Sciences Course Curriculum

The objective of Life Sciences course is "to raise individuals who enjoy learning, who are on good terms with the self, the social environment, and nature, who know, protect and improve the self, the

nation and the country, who possess the basic knowledge, life skills necessary for daily life, and the capacities required at our time, and who are flexible enough to be able to adjust to changes dynamically"(Milli Eğitim Bakanlığı [MEB], 2006a).

Special emphasis is placed on lifelong learning skills as enjoying learning, being on good terms with the society, and adjusting to changes. Skills planned to be instilled in learners through the curriculum include critical thinking (34 objectives), creative thinking (16 objectives), research (67 objectives), communication (19 objectives), problem-solving (14 objectives), using information technologies (4 objectives), entrepreneurship (10 objectives), using Turkish language accurately, effectively and beautifully (16 objectives), decision-making (13 objectives**)**, using sources effectively (40 objectives), ensuring security and protection (33 objectives), self-management (132 objectives), familiarizing with the basic concepts of science (54 objectives).

Self-management skills include ethical behaviour, enjoying oneself, learning to learn, objective setting, recognising the self and monitoring self improvement, emotional management, career planning, perceiving responsibilities, time and place correctly, performing participation, sharing, cooperation and team work, leadership, and having respect for differences. However, the relations of some of these do not overlap with the self-management skills that are available in relevant literature. For instance skill number 12.9, "Perceiving the time and place correctly.", and the objectives directed to develop this skill (A.2.4: He can show the location of his classroom and his desk by drawing a figure.)

The skill of *learning to learn* (5 objectives) is inserted in the skill of self-management and such sub-dimensions are determined: "understanding the learning process and forming a model as to the preference of how to learn, becoming aware of one's personal choices, strengths, weaknesses, and of the importance of continuously improving them, asking questions, employing learning vehicles in an appropriate way, forming a set of learning strategies (questioning and reading strategies, ways of reaching knowledge and improving it, memory improvement techniques, knowing what to do when encountered a difficult situation), creating a positive learning atmosphere". The gains included in the life sciences curriculum to develop this skill are as in the following:

A.1.21: He (or she) is willing to learn about Atatürk's life.

A1.27: He asks appropriate questions to obtain knowledge and makes use of sources illustrated with pictures.

A3.23: Explaining how he learns better, he selects appropriate learning techniques and uses them.

B.2.24: He receives assistance from adults so as to create an appropriate learning environment at home.

C.3.17: He benefits from museums and historical places as the educational environment; he also comprehends the change occurring over time comparing the past and present states of the objects in museums.

Students should learn to learn so as to achieve lifelong learning skills. Lifelong learning involves developing skills and strategies to learn more effectively, and retain using those skills and strategies to learn lifelong. In order to improve skills for learning to learn, the curricula should move away from knowledge centred approaches towards process centred approaches (Adler and Milne, 1995: 105). Those who learn lifelong and who possess adequacy to learn and work in various circumstances are of vital importance for the 21st century (Mc Clanaghan, 2000: 485). Helping students learn to learn means also helping them learn lifelong. Learning to learn is the ability to organise self-learning in a way so as to include monitoring and thus insisting on learning, and effective time and knowledge management. With those objectives available in the curriculum, developing the skill of learning to learn could be said to be difficult.

Lifelong Learning Skills in Social Studies Course Curriculum

On examining the objectives of Social Sciences course curriculum, one finds that information and communication technologies as well as scientific thinking skills are emphasised with statements such as "He comprehends the development process of science and technology as well as their effects on life, and utilizes information and communication technologies" and "He observes ethics in reaching, using and generating knowledge on the basis of scientific thinking" (MEB, 2006b).

The mission of the curriculum is "... to raise individuals with improved skills of social participation who can interpret knowledge through experiences and who can construct, use and arrange it in a social and cultural context." Upper level thinking skills and social skills are available here. Research skills, which are considered as a fundamental requirement of lifelong learning, take a large part of the Social Sciences curriculum and frequently mentioned in the course objectives.

Among skills to be directly offered to students in the social sciences course curriculum (4th-7th graders), basic issues related to *"note-taking"* and types of note-taking are presented under the heading *"planning and writing the information in usable forms".* It might be said that upper level thinking skills are attached great importance and considerable place is allocated to them during the curriculum implementation phase, but that no place one might expect is allocated to other skills and properties.

A large part of the Social Sciences curriculum is devoted to higher order thinking skills which are important for life-long learning. Especially problem solving, critical thinking and creative thinking are frequently mentioned in the program. These skills are also frequently mentioned in the program objectives. Although the importance of technology literacy is mentioned in a few places, there are only a limited number of examples that contribute to the acquisition of such skills in the objectives. Although self-regulation, self-directed learning and activities for fostering social and research skills are highlighted as essential elements in some parts of the program, the objectives do not include sufficient number of examples that will foster the development of such skills.

Lifelong Learning Skills in Science and Technology Course Curriculum

The mission of the course of Science and Technology is "to make all the students, regardless of individual differences, literate in science and technology." In an attempt at a definition of science and technology literacy, *lifelong learning* is emphasized, and this literacy is defined as "a composition of skills, attitudes, values, conceptions and knowledge related to science that are necessary in individuals' developing skills of research and questioning, problem-solving and decision-making, in their becoming lifelong learning individuals, and in maintaining their feeling of curiosity about the environment and the world."

Skills of scientific process are handled in the dimensions of planning and starting (observation, comparison-classification, inference, guessing, predicting, determining the variables), performing (designing the experiment, recognising and using the experiment materials, collecting information and data, measurement, and recording the data), and analysis and inference (data processing and forming a model, interpreting and inferencing, presenting) in the curriculum. Research skills and activities improving technology literacy are also available in the curriculum. (MEB,2006c).

Higher order thinking and research skills as well as technology literacy, which are peculiar to life-long learning, are extensively covered in the Science and Technology curriculum.

Lifelong Learning Skills in Mathematics Course Curriculum

It is pointed out in the vision of mathematics course curriculum that developing individual abilities and skills such as being able to think independently and make decisions, self-regulating are among the

important objectives of the curriculum.   In a similar vein, while explaining the approach of the curriculum, special emphasis is placed on lifelong learning skills via such student roles as "active participation, responsibility from learning, speaking, questioning, thinking, discussing understanding, solving and constructing problems, working in cooperation, and evaluating". The curriculum attaches special importance to basic mathematical skills such as problem-solving, communication, associating and reasoning (MEB, 2006d).

One of the fundamental components of mathematics curriculum is *"self-regulating competencies"*. Under this heading, properties such as "motivating the self in math-related issues, determining targets for the course of mathematics and guiding the self in attaining those targets performing the required things in the course on time and regularly, questioning the self in activities related with mathematics, studying efficiently for the course of mathematics are listed.

Although research and communication skills as well as technology literacy are mentioned in the Mathematics curriculum, there are only a few example activities that will foster the development of such skills in the curriculum objectives.

Lifelong Learning Skills in Turkish Course Curriculum

The vision of Turkish course curriculum is specified as "raising individuals who can use Turkish language accurately and efficiently, who cooperate, are entrepreneurs and problem solvers, think scientifically, comprehend, search, examine, question, interpret, and are aware of their rights and liabilities, adjust to the environment, are sensitive to conditioning, enjoy reading and learning, use information technologies, and who are prolific and orientating the future"(MEB, 2006e).

"Note-taking", one of the learning strategies, is presented under the heading of learning types, and the strategy to be followed on how to deal with note-taking during reading and listening tasks is explained. And under the heading of methods, *"summarising"* strategy is offered and points to consider while summarising are listed one by one. Under techniques **"concept maps"** and *"mind maps"*, which are thought to make a written text clear and are listed among organisation strategies in the relevant literature (Weinstein & Mayer, 1986), are described.

The Turkish curriculum includes written and spoken communication skills. Although higher order thinking skills is mentioned at various places, they are not included as frequently as it was expected in the objectives.

Ulaş, Kolaç and Karabacak (2010) conducted a qualitative analysis of primary school Turkish language curriculum in terms of critical thinking skills. After providing definitions of critical thinking and its subordinate skills, the authors identified the objectives related to the acquisition of such skills in the curriculum. Then, those objectives were further classified based on which subordinate skills they cater to. The authors reported that 110 out of 283 objectives were related to the acquisition of critical thinking skills. Moreover, the coding analysis revealed that "evaluation/application" and "analysis" were the most frequent subordinate skills mentioned in the objectives. Hence, the authors concluded that the Turkish language curriculum provides sufficient support for the acquisition of critical thinking skills.

Lifelong Learning Skills in English Course Curriculum

Just as proficiency in native language, proficiency in a foreign language is also among fundamental competencies essential in lifelong learning (Figel, 2007). The concept of *learner autonomy* is available in the curriculum of the English language course. Learner autonomy is defined as "learner independence" or as "self-directed learning", and such explanations are offered: "Independence in learning is the state of one's having more control over their learning inside and outside the classroom, and autonomy in

language learning is the state of individuals' having more chances of choice in the aims of language learning and ways of language learning. According to the literature, learner's autonomy begins with an individual's taking the responsibility for his own learning. In order to encourage our students about autonomy, we must ensure that they comprehend learning ways and strategies and that they become aware of different learning styles and strategies."(MEB, 2006f).

Conclusion and Discussion

Lifelong learning is the lifelong, life wide, voluntary and self-motivated pursuit of knowledge for either personal or professional reasons. As such, it not only enhances social inclusion, active citizenship and personal development, but also competitiveness and employability. The term recognises that learning is not confined to childhood or the classroom, but takes place throughout life and in a range of situations. During the last fifty years, constant scientific and technological innovation and change has had a profound effect on learning needs and styles. Learning can no longer be divided into a place and time to acquire knowledge (school) and a place and time to apply the knowledge acquired (the workplace) (Fischer, 2000: Cited in Diker Coşkun & Demirel, 2010).

The duration and quality of education received in schools bear critical importance in terms of skills and motivation towards learning occasions that will take place in the future. Therefore, lifelong learning strategy should include school years as well. In the school model required by a knowledge society, the classical perception of school as the institution which teaches is replaced by the institution where one learns. The compulsory education in today's societies should be as such that enables the improvement of individuals' self learning skills and which prepares them for lifelong learning. In order to attain this, school curricula should be designed in this primarily.

The Ministry of Education in Turkey has been introducing new regulations of the aims and curricula of the school system, placing emphasis on outside-school learning and on educational system improvement work in the context of continuous learning, and has been shifting the focal point of education from formal education to continuous education.

The new elementary education curricula for grades 1-5, whose pilot study was performed in 120 schools in 9 cities in the 2004-2005 academic year, was implemented in the first stage of primary education in the 2005-2006 academic year. Some properties of the new curricula are as in the following: "instilling research skills to students, a conception placing learning rather than teaching into the center, changing the students after basic training, determining the differences in students, raising creative, quick problem solving individuals, facilitating students' access to knowledge rather than their receiving the presented knowledge, ensuring that student become initiative individuals with imagination powers, ensuring that students learn through performing and experiencing."

The curricula focuses on those points: "Using Turkish language accurately and effectively, attaching importance to cultural values and art, getting pleasure from reading and learning, being able to express feelings and thoughts easily, reinforcing parent participation in teaching and education, being able to speak at least one foreign language effectively and efficiently, using computer technologies effectively and efficiently for a purpose, working in cooperation and communicating effectively, being aware of the changes occurring nearby, and being able to adjust to any changes. Skills common to the curricula are: "Using Turkish language accurately effectively and beautifully, critical thinking, communication, problem-solving, research, decision-making, using information technologies, and entrepreneurship" (MEB, 2005).

When the elementary school curricula is analysed in terms of lifelong learning skills determined in relevant literature and in terms of adequacies and indicators determined by the European Union (Adams,

2007; Cornford, 2002: 357; Cropley, 1981; Crowther, 2004: 130; European Commission, 2002; Figel, 2007; Knapper & Cropley, 2000; Koç, 2007: 215) lifelong learning skills could be said to be integrated into the curricula to a great extent.

The data obtained shows that *communication skills in native language* are at the top of the skills common to all the curricula. Making English as the compulsory foreign language in the 4th and 5th grades is a significant step towards developing *communication skills in foreign language* at an early age. *Numerical (mathematical) competence and basic competencies in Science and Technology* are available and occupy considerable place in the curricula of Mathematics and Science and Technology. Using computer technologies, which is among the shared skills, aims to inculcate *digital competency.* It is evident that the skill of *learning to learn* is stressed especially in Life Sciences curriculum. *Social and civic competencies* are integrated with Life Sciences and Social Sciences curricula. Besides, "Human Rights and Citizenship" is included in the curricula as an inter-discipline. *Entrepreneurship* is both included in the shared skills and is described as an inter-discipline. The skill of *cultural consciousness and expression* is felt in the curricula of Turkish and social sciences courses.

Constructivist approach, which is on the basis of elementary education curricula, puts the learner into the centre and requires that each student is responsible from his own learning. Accordingly, individuals are those who have purposes and who control their learning. When considered in this context, it is expected that lifelong learning skills and ways to develop them should be available in a constructivist-based curriculum. Student-centred methods and techniques are emphasised in the teaching-learning process. The curriculum itself is activity-based. It is believed that the instruments which are included in the measurement and evaluation part and which are called "self-evaluation scale" are important in that they create learning consciousness in students and that they develop executive cognitive skills.

On examining the inter-disciplines, it is found that some objectives of Entrepreneurship (such as comprehending the importance of cooperation) Human Rights and Citizenship (such as the skill of resolving conflicts before turning into violence), Developing Career Consciousness (noticing the skills developing over time), and Guidance and Psychological Counselling (stating the ways to improve in physically, mentally and emotionally) point to lifelong learning skills.

According to the data, the elementary education curricula in Turkey is more sensitive and more equipped now than in the past in terms of lifelong learning properties and skills. It is found that -harmoniously with lifelong learning -the aim of raising individuals who "learn to learn", spread learning into whole life, and possess learning skills has been approached more.As a result, it can be concluded that the current elementary school curricula is more sensitive to and better equipped as compared to previous curriculums with respect to higher order thinking skills. Nevertheless, lifelong learning related skills and properties are not adequately reflected on curricular activities and objectives.

On the other hand, each process of change takes considerable time and components must slowly change in order for systems to change. Therefore, it is clear that there is much to do so that lifelong learning approach might become more widespread and more established in the primary education curricula in Turkey. Yet, above mentioned positive properties of the current curricula may be thought to be considerable development for our educational system which is based on lifelong learning approach in harmony with the EU process. However, it is believed that

- integration of learning strategies teaching with programmes effectively,
- emphasising activities directed to improving upper level thinking skills,
- allocating space to applications to improve self-regulatory learning in students,
- allocating space to such components as frequent use of methods in which learning responsibility belongs to the student, and considering it important will serve to the purpose of raising lifelong learning individuals and will shed light to the development of high quality curricula.

Besides all the above, it is recommended that some of the skills available in Life Sciences curriculum and sub-dimensions of the skill of "learning to learn" and which are thought to be above the students' level of cognitive development (such skills as forming a set of learning strategies, forming a model directed to learning choice, becoming conscious of personal preferences, strengths and the importance of continuously developing them) should be placed in upper grades.

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Geniş Özet

Yaşam Boyu Öğrenme ve Türkiye'deki İlköğretim Programlarına Yansımaları

Temel ilkesi bilinçli ve amaçlı olarak yaşam boyunca öğrenmeye devam etmek olan yaşam boyu öğrenme, bir öğrenme alışkanlığı ve davranış biçimidir. Yaşam boyu öğrenme kavramında anahtar öğeler; öğrenme ihtiyacı ve kontrolünün bireye verilmesi, öğrenmenin neyi düşünmekten çok nasıl düşünmekle ilgili olması, öğretmenlerin bilgi dağıtıcı olmaktansa yaşam boyu öğrenen olarak model olması, değerlendirmenin amacının öğrencileri bir norma göre kategorize etmektense gelişmeyi cesaretlendirici olmasıdır. Yaşam boyu öğrenme yönelimli bir okulda temel öğeler; öğrenenin ve onun ihtiyaçlarının merkeze alınması, öğrenmeyi öğrenme ile öz-düzenleyici öğrenme, yaşam döngüsü olarak ortaya çıkmaktadır.

Yaşam boyu öğrenme en genel anlamıyla öğrenme fırsatlarının hayatın tümüne yayılmasını vurgulamaktadır. Yaşam boyu öğrenme, bireyin potansiyelini ve yeterliklerini yaşamı boyunca geliştiren devamlı bir süreçtir. Yaşam boyu öğrenen toplumu yaratırken okulun önemi asla küçümsenemez. Okul sıralarında görülen eğitimin süresi ve kalitesi, ilerleyen yıllarda gerçekleşecek olan öğrenmelere yönelik yetenek ve güdülenme için kritik bir öneme sahiptir. Bu yüzden yaşam boyu öğrenme stratejisinin okul yıllarını da kapsaması gerekmektedir. Bilgi toplumunun gerektirdiği okul modelinde, okulların klasik öğreten kurum imajının yerine öğrenen kurum yerleşmektedir. Günümüz toplumlarında zorunlu eğitim bireylerin kendi kendine öğrenme becerilerini geliştirici ve yaşam boyu öğrenmeye hazırlar nitelikte olmalıdır**.** Bunu gerçekleştirebilmek için öncelikle eğitim programlarının bu anlayışla hazırlanması gerekmektedir.

Bu çalışmada, yaşam boyu öğrenmeye ilişkin kavramsal ve kuramsal çerçeve ortaya konmuş ve yaşam boyu öğrenme becerilerinin Türkiye'deki ilköğretim programlarına yansımaları ana hatları ile betimlenmiştir. Türkiye'de uygulanmakta olan ilköğretim programları, yaşam boyu öğrenme becerileri açısından içerik analizine tabi tutulmuş ve hangi derslerde hangi becerilere vurgu yapıldığı ana hatları ile betimlenmeye çalışılmıştır. Araştırma, Milli Eğitim Bakanlığı tarafından hazırlanan ilköğretim birinci kademe Hayat Bilgisi, Sosyal Bilgiler, Fen ve Teknoloji, Matematik, Türkçe ve İngilizce dersi öğretim programları ile sınırlı tutulmuş ve belirtilen derslere ilişkin öğretim programları veri kaynakları olarak kullanılmıştır. İncelenen programlarda yaşam boyu öğrenme becerilerini ifade eden kazanım, beceri veya etkinlikler içerik analiz birimi olarak kabul edilmiştir. Belirlenen derslerin öğretim programlarında yer alan amaçlar, kazanımlar, beceri ve etkinlikler alan yazın incelemesinden çıkarılan yaşam boyu öğrenme becerileri ve Avrupa Birliği tarafından kabul edilen yeterliklerle karşılaştırılarak incelenmiştir.

Uygulanmakta olan tüm öğretim programlarında ortak beceriler olarak kabul edilen ve alan yazındaki yaşam boyu öğrenme becerileri ile büyük ölçüde örtüşen "temel beceriler" şu şekilde ifade edilmiştir: eleştirel düşünme, yaratıcı düşünme, etkili iletişim, araştırma-sorgulama, problem çözme, bilgi teknolojilerini kullanma, girişimcilik ve Türkçe'yi doğru, etkili ve güzel kullanma. Bu becerilerin sağlanması için her dersin programında çeşitli kazanım ve etkinliklere yer verilmiştir.

Elde edilen bulgulara göre *anadilde iletişim becerisi* tüm programlarda yer alan ortak becerilerin başında gelmektedir. Yabancı dil olarak İngilizce öğretiminin 4. ve 5. sınıflarda zorunlu olması *yabancı dilde iletişim becerisinin* erken yaşlardan itibaren geliştirmesini sağlama yolunda önemli bir adımdır. *Sayısal (matematiksel) yeterlik ve fen ve teknolojide temel yeterlikler,* Matematik ile Fen ve Teknoloji programlarında ağırlıklı olarak yer almıştır. Ortak beceriler arasında yer alan bilişim teknolojilerini kullanma *dijital yeterlik* kazandırmayı amaçlamaktadır. *Öğrenmeyi öğrenme* becerisinin özellikle Hayat Bilgisi programında vurgulandığı görülmektedir. *Sosyal ve vatandaşlıkla ilgili yeterlikler* Hayat Bilgisi ve Sosyal Bilgiler programlarıyla bütünleştirilmiş, ayrıca "İnsan Hakları ve Vatandaşlık" bir ara disiplin olarak programlarda yer almıştır. *Girişimcilik*, hem ortak beceriler arasında yer almış, hem de bir ara disiplin olarak tanımlanmıştır. *Kültürel farkındalık ve ifade etme* becerisi Türkçe ve Sosyal Bilgiler programlarında kendini hissettirmektedir.

Hayat Bilgisi dersi öğretim programında öğrenmekten keyif alma, toplumla barışık olma, değişikliklere uyum sağlama gibi yaşam boyu öğrenme becerilerine vurgu yapılmıştır. Program aracılığı ile öğrencilerde kazandırılmak istenen *beceriler* arasında *eleştirel düşünme* (34 kazanım), *yaratıcı düşünme* (16 kazanım), *araştırma* (67 kazanım), *iletişim* (19 kazanım), ve problem çözme (14 kazanım), bilgi teknolojilerini kullanma (4 kazanım), *girişimcilik* (10 kazanım), *Türkçeyi doğru, etkili ve güzel kullanma* (16 kazanım), *karar verme* (13 kazanım) *kaynakları etkili kullanma* (40 kazanım), *güvenlik ve korumayı sağlama* (33 kazanım), *öz yönetim* (132 kazanım), *bilimin temel kavramlarını tanıma* (54 kazanım) becerileri yer almaktadır. *Öğrenmeyi öğrenme"* becerisi (5 kazanım), *öz yönetim* becerisi içerisinde alınmıştır. *Sosyal Bilgiler dersi öğretim programında* öğrencilere doğrudan verilecek beceriler arasında *"Bilgiyi kullanılabilir biçimlerde planlama ve yazma"* altında, öğrenme stratejilerinden biri olan ve alan yazında anlamlandırma stratejilerinden biri olarak verilen *"not alma"* ile ilgili temel noktalar ve not alma biçimleri verilmiştir. Programda üst düzey düşünme becerilerine büyük önem ve yer verildiği, öte yandan, diğer beceri ve özelliklerin programda beklendiği ölçüde yer bulamadığı ifade edilebilir. *Fen ve Teknoloji dersi öğretim programında* bilimsel süreç becerileri, planlama ve başlama (gözlem, karşılaştırma-sınıflama, çıkarım yapma, tahmin, kestirme, değişkenleri belirleme), yapma (deney tasarlama, deney malzemelerini araç-gereçlerini tanıma ve kullanma, bilgi ve veri toplama, ölçme ve verileri kaydetme) ve analiz ve sonuç çıkarma (veri işleme ve model oluşturma, yorumlama ve sonuç çıkarma, sunma) boyutlarında ele alınmıştır. Programda araştırma becerilerini ve teknoloji okuryazarlığını geliştirici etkinliklere yer verilmiştir. *Matematik dersi öğretim programının* vizyonunda bağımsız düşünebilme ve karar verebilme, *öz düzenleme* gibi bireysel yetenek ve becerilerinin geliştirilmesinin programın önemli hedeflerinden olduğu belirtilmiştir. Benzer şekilde programın yaklaşımı açıklanırken, "…öğrencilerin aktif katılımcı, *öğrenmesinden sorumlu olan,* konuşan, soru soran, sorgulayan, düşünen, tartışan, anlayan, problem

çözebilen ve kuran, birlikte çalışabilen ve değerlendiren" öğrenci rolleri ile yaşam boyu öğrenme becerilerine vurgu yapılmıştır. Program, problem çözme, iletişim, ilişkilendirme ve akıl yürütme gibi temel matematik becerilerin üzerinde önemle durmaktadır. Matematik programının temel öğelerinden birini "*öz düzenleme yeterlikleri*" oluşturmaktadır. Bu başlık altında, "matematikle ilgili konularda kendini motive etme, matematik dersi için hedefler belirleyerek bunlara ulaşmada kendini yönlendirme, matematik dersinde istenenleri zamanında ve düzenli olarak yapma, matematikle ilgili çalışmalarda kendi kendini sorgulama, matematik dersine verimli bir şekilde çalışma" gibi özelliklere yer verilmiştir. ***Türkçe dersi öğretim programında,*** öğrenme türleri başlığı altında öğrenme stratejilerinden "*not alma*" ya yer verilmiş ve okuma ve dinleme esnasında not alırken izlenecek yol açıklanmıştır. Yöntemler başlığı altında da "*özetleme*" stratejisine yer verilmiş ve özetleme yaparken dikkat edilmesi gerekenler maddeler halinde verilmiştir. Teknikler başlığı altında yazılı bir metni daha anlaşılır hale getirmeye yardımcı oldukları belirtilen ve alanyazında örgütleme stratejileri arasında yer alan "*kavram haritası*" ve "*zihin haritası*" açıklanmıştır. ***İngilizce dersi öğretim programında*** "öğrenen özerkliği" kavramına yer verilmiş ve "öğrenici özgürlüğü veya kendi başına yönetilen öğrenme" olarak açıklanmıştır.

İlköğretim programlarının temelinde yer alan yapılandırmacılık yaklaşımı öğreneni merkeze almakta ve her öğrencinin kendi öğrenmesinden sorumlu olmasını gerektirmektedir. Buna göre bireyler amaçları olan ve öğrenmelerini kontrol eden varlıklardır. Bu bağlamda değerlendirildiğinde yapılandırmacılık temelli bir programda yaşam boyu öğrenme becerilerinin ve bunları geliştirme yollarının bulunması beklenmektedir. Öğretme-öğrenme sürecinde öğrenci merkezli yöntem ve tekniklere ağırlık verilmiştir. Zaten programın kendisi etkinlik temellidir. Programların ölçme ve değerlendirme bölümünde yer alan ve kendini değerlendirme ölçeği olarak adlandırılan araçların öğrencilerde öğrenme farkındalığı yaratması ve üst-biliş becerilerini geliştirmesi açısından önemli olduğu düşünülmektedir. Ara disiplinler incelendiğinde girişimcilik, kariyer bilinci geliştirme ve rehberlik ve psikolojik danışma kazanımlarından bazılarının da yaşam boyu öğrenme becerilerine işaret ettiği belirlenmiştir.

Bu veriler doğrultusunda, ülkemiz ilköğretim programlarının geçmişe kıyasla yaşam boyu öğrenme özellikleri ve becerileri açısından daha duyarlı ve donanımlı olduğu söylenebilir. Yaşam boyu öğrenme ile uyumlu olarak, "öğrenmeyi öğrenen", öğrenmeyi yaşamının geneline yayan, öğrenme becerilerine sahip bireyler yetiştirme amacına daha da yaklaşıldığı dikkati çekmektedir. Yine de programların vizyonlarında yer alan ve yaşam boyu öğrenmeye işaret eden beceri ve özelliklerin, kazanım ve etkinliklere yeterince yansıtılmadığı düşünülmektedir. Öte yandan, her değişim süreci belli bir zaman alır ve sistemlerin değişmesi için parçaların yavaş yavaş değişmesi gerekir. Bu sebeple, yaşam boyu öğrenme yaklaşımının ülkemiz ilköğretim programlarında şimdi olduğundan daha yerleşik ve yaygın bir duruma gelebilmesi için önümüzde daha yapılması gereken çok şey olduğu açıktır. Ancak, mevcut öğretim programlarının yukarıda sıralanan olumlu özellikleri, Avrupa Birliği süreci ile de uyumlu olarak yaşam boyu öğrenme yaklaşımını temele alan eğitim sistemimiz için kayda değer gelişmeler olarak değerlendirilebilir.