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Hayat Bilgisi Dersi Öğretim Programında Yer Alan Duyuşsal Alan Kazanımlarının Taksonomik Açıdan İncelenmesi

Esra MUTLU*, Büşra Betül ALTUNBAŞ**, Simge KAMBUR***

Makale Bilgisi	ÖZET
Geliş Tarihi: 09.04.2019	Bu çalışmada, duyuşsal öğrenme üzerinde durulmakta, hayat bilgisi öğretim programına ait duyuşsal alan kazanımlarının, kuramsal çerçevede yer alan sınıflamalardaki düzeyleri tartışılmaktadır. Amacı var olan durumu ortaya çıkarmak olan bu çalışmanın yöntemi tür bakımından nitel ve amaç bakımından betimsel olup,
Kabul Tarihi: 17.09.2020	doküman incelemesi yoluna gidilmiştir. Çalışmanın kapsamını birinci, ikinci ve üçüncü sınıf hayat bilgisi öğretim programı oluşturmaktadır. Bu nedenle 2018-2019 öğretim yılında güncellenen Hayat Bilgisi Öğretim Programı incelenecek doküman olarak belirlenmiştir. Duyuşsal alana yönelik kavramsal model olarak Reigeluth ve Martin
Erken Görünüm Tarihi: 25.09.2020	(1999) tarafından geliştirilen taksonomi ile Krathwohl, Bloom ve Masia (1964) tarafından geliştirilen taksonomi alınmıştır. Programda yer alan duyuşsal alan kazanımlarının sınıflamalar kapsamında ele alınarak incelenmesi kazanımların yoğunlaştığı ve seyrekleştiği alanların belirlenmesini sağlamıştır. Yapılan inceleme sonucunda
Basım Tarihi: 31.01.2022	duyuşsal alan kazanımlarının yeterli miktarda olmadığı, taksonomik bir sarmallık içermediği ve gelişim alanlarından ruhsal ve ahlaki gelişimin ihmal edildiği söylenebilir. Mevcut programların kazanımlarının taksonomik alan ve düzeyler açısından incelenmesi, öğretmenlerin bu alanlardaki farkındalığını artırabileceği gibi program geliştirme merkezlerine de veri kaynağı oluşturabilir.
	Anahtar Kelimeler: Duyuş, duyuşsal öğrenme, duyuşsal alan, duyuşsal eğitim, taksonomi, hayat bilgisi

Taxonomic Investigation of Affective Domain Objectives in the Life Science Curriculum

Article Information	ABSTRACT
Received: 09.04.2019	In this study, affective learning is emphasized and the levels of affective domain objectives related to the life science curriculum are discussed in the classifications included in the theoretical framework. The method of this study, whose aim is to reveal the current situation, is qualitative and descriptive in terms of purpose. Document
Accepted: 17.09.2020	review was conducted in the study. First, second and third class life science curriculums are the scope of the study. For this reason, life science curriculum which was updated in 2018-2019 academic year is determined as a document to be analyzed. The taxonomy developed by Reigeluth and Martin (1999) and the taxonomy
Online First: 25.09.2020	developed by Krathwohl, Bloom and Masia (1964) were taken as conceptual model for the affective domain. Analyzing the affective domain objectives included in the program within the scope of classifications, determined the areas where the objectives were concentrated and the areas in which they were rare. As a result
Published: 31.01.2022	of the analysis, it can be said that the affective domain objectives are not sufficient, it does not contain a taxonomic spirality and the spiritual and moral development of the development areas are neglected. Analyzing the achievements of existing programs in terms of taxonomic area and levels can increase the awareness of teachers in these areas and may also provide data source to program development centers.
	Keywords: Affect, affective learning, affective domain, affective education, taxonomy, social science

* Uzman, Yeditepe Üniversitesi, Eğitim Bilimleri Enstitüsü, Eğitim Programları ve Öğretim Doktora Programı, İstanbul-TÜRKİYE. e-posta: esrasezginn@gmail.com (ORCID: 0000-0002-9877-0657)

** Uzman, Yeditepe Üniversitesi, Eğitim Bilimleri Enstitüsü, Eğitim Programları ve Öğretim Doktora Programı, İstanbul-TÜRKİYE. e-posta: busrabetula@gmail.com (ORCID: 0000-0002-3295-0348)

*** Uzman, Yeditepe Üniversitesi, Eğitim Bilimleri Enstitüsü, Eğitim Programları ve Öğretim Doktora Programı, İstanbul-TÜRKİYE. e-posta: simge972012@gmail.com (ORCID: 0000-0002-8740-2322)

1. INTRODUCTION

The curriculums consist of four main components: objective, content, educational status and assessment. The objective from these components is defined as a feature which is decided to gain by a student through planned and structured experiences and is suitable for being expressed as behavior change or behavior and includes the answer of what we should teach (Ertürk, 1972). With the conception of constructivist understanding, the knowledge of the content to be taught in the curriculum has started to be called as objectives. Objectives are the knowledge, skills, attitudes and values that are expected to be seen in the students through the planned and arranged experiences in the learning process (MoNE, 2006). When we look at the definition of the objective in the curriculum, it includes the answer to the question of what should we teach in the cognitive, affective and psychomotor domains. The objectives are determined from the general to the specific. First of all, the general objectives of the course are determined in accordance with the general objectives of national education and then the disciplines related to them are decided. The objectives are classified in three main domains. These are; cognitive, affective and psychomotor domains. The cognitive domain can be defined as mental processes, psychomotor domain as movements, and affective domain as beliefs, interests and attitudes.

1.1. Affective Domain

According to Maslow (1996), education must at least be seen as a partial effort to create a good person, a good life and a good society (As cited in: Akbaş, 2004). All these objectives which have 'good' in common, require the development of affective domain basically.

Affective behaviors extend from a wide range of individuals' interests and personality to social attitudes (Turgut, 1990). Within this area; emotional qualities such as empathy, expression and understanding of emotions, control of temperament, independence, adaptability, appreciation, solving interpersonal problems, constancy, sensitivity, kindness and respect (Shapiro, 1999). According to Price (1998) and Balaban-Salı (2006), expressing emotions, emerging emotions and learning of emotions, affecting the behavior are the topics of affective domain (As cited in: Gömleksiz and Kan, 2012).

Within the characteristics that affect learning, attitudes towards the domain have been the subject of dozens of studies. Green and Batool (2017) found a significant relationship between affective learning conditions and students' academic achievement. Cheng (2010) investigates the relationship between student affective performance and classroom physical environment, social climate, and management style. Although it is important because of its effect on learning, it is considered to be more abstract than other domains, and it is considered cautious to work on affective domain. It is stated that it is a difficult domain since it does not have a detailed and clear explanation about the concepts and terms (Gömleksiz and Kan, 2012). Affective learning is associated with many areas such as; humanistic theory, moral development, student-based learning and values education (Reigeluth, 1999). It is clear that the scope of the learning area covered by the affective domain is broad and that it is expected to respond to social needs (racism, addiction, child mothers etc.). In spite of this fact, affective learning is ignored in the curriculums which are prepared on the basis of course, with the effect of multiple choice education and the importance given to cognitive learning. Hence, the emotional development of the students, in other words the affective domain, has been neglected (As cited in: Akbaş, 2004). Bacanlı (1999) explains the reasons for neglecting affective domain in schools for the following reasons:

➔ A social reconciliation on which affective objectives will be achieved is difficult.
➔ Affective objectives are difficult to concretize.
➔ It takes long time to teach affective objectives.
➔ It is difficult to acquire affective objectives through familiar teaching methods and techniques.
➔ It is difficult to evaluate the affective objectives.
➔ Evaluating the affective objectives are more flexible than evaluating the cognitive objectives.
➔ The evaluation of affective goals is beyond the usual sense of achievement.

In the '80s, Benjamin (1981) explained that many scientists agree that the speed of social change leads to a crisis of value in contemporary society (As cited in: Akbaş, 2004). Considering today's conditions, uncontrolled development of social media, artificial intelligence makes this situation more important. As the artificial intelligence can master even skillful tasks it is clear that it will affect a wide range of areas from future business areas to forms of communication. Artificial intelligence, data mining, optical character transport, optimum route determination, fingerprint recognition, material analysis, work scheduling and quality control, medical analysis in many areas, such as the successful examples we can see in our daily life can be found (Öztemel, 2012). Therefore, rather than cognitive skills, the teaching of values that pertain to human beings may be distinguishable for incoming years. Achieving affective objectives is as long and comprehensive as a single teacher cannot overcome (Tekin, 1996) In this case, leaving the viewpoint of the affective development to the perspective of the implementers will be insufficient for individuals in terms of providing a holistic development and the society in terms of reaching the common expectations. For all disciplines, an affective development with a main framework is required. This need is supplied by all the disciplines in the curriculum prepared by the Board of Education by creating objectives for the affective domain. However, in all disciplines horizontal and vertical affective domain development should be investigated in a comprehensive and systematic

way and these data should be used directly for the development of curriculum. Therefore, it is necessary to know the extent of the affective features in the curriculums (Yaşaroğlu, 2013). Considering the history of curriculum development in Turkey, it is also seen that the target taxonomy is found in curriculums. In the study of many researchers (Arslan, 2000; Akbaba, 2004; Fer, 2005; Yaşar, 2007), it is remarkable that in the life science curriculum of 1998, as part of the curriculum development model, objectives taxonomy according to class level was included and the repetitions and unnecessary details were removed by taking into account the integrity of the eight-year primary education (As cited in: Gözütok and others, 2013). As can be seen, the taxonomic structure of the objectives affects the quality of the curriculum design.

1.2. Taxonomies in affective domain

Although the classifications of affective and cognitive domains are considered separately, it is impossible to differentiate the cognitive behaviors of a student as a result of learning activities and their emotions, in other words affective behaviors about these activities (Gözütok, 2007). After the literature review, affective domain taxonomy of six different researchers was reached. The taxonomy developed by Krathwohl, Masia and Bloom (1964) is defined in five steps;

1) Receiving,
In this step, the student puts the first reaction in the affective sense, being aware of the subject and aware of the situation (Ornstein, Hunkins, 2014). The student who encounters new concepts throughout the process tries to understand these concepts (Krathwohl, Bloom and Masia, 1964). Failure in the receiving process affects the next steps. An example of this most basic process, which is the first step of learning, could be the students' willingness to learn (Gano-Philipps, 2009).

2) Responding,
In responding, the student actively participates by reacting consciously and eagerly to the stimulus coming (Krathwohl, Bloom and Masia, 1964). For example, the students answer the questions asked by the teacher or do their homework in this step (Gano-Philipps, 2009).

3) Valuing,
In this step, the student shows consistently and resolutely the values that (s)he adds to a particular object, situation or behavior (Krathwohl, Bloom and Masia, 1964). In this step, which includes attitude, beliefs and values, the individual's response to the stimulus can be estimated (Ornstein, Humpkins, 2014). The students' handling of laboratory equipment safely in science class shows the value they attach to the course (Gano-Philipps, 2009).

4) Organization,
In this step, the student combines different values and resolves the conflicts between them (Krathwohl, Bloom and Masia, 1964). The student who has embraced the value of others examines the values and identifies the differences and similarities between the values and creates a new system of values (Humpkins, Ornstein, 2014). Accepting professional ethical standards are examples of organizational level (Gano-Philipps, 2009).

5) Characterizing,
In this step, by waiting for the person to reflect his character, he is asked to act in accordance with the values system he adopts (Krathwohl, Bloom and Masia, 1964). The affective characteristics of the person in this step are consistent, comprehensive and enriched (Ornstein, Humpkins, 2014). The willingness to apply the professional ethical standards could be an example for this step (Gano-Philipps, 2009).

Reigeluth and Martin determine the scope of the affective domain as emotional development, moral development, social development, spiritual development, aesthetic development and motivational development. All of these areas in itself consist of the following three steps: knowledge, skills and attitude. Knowledge step means understanding and information related to a dimension; skills step means abilities that are based on aptitudes, relevant knowledge and practice for component performance. Lastly, attitude step means positive, neutral or negative responses to or evaluations about a referent, usually represented as position and intensity (Reigeluth, 1999).

Foshay (1978) has drawn the boundaries of his affective domain with six fields. These are; intellectual, emotional, social, physical, aesthetic and spiritual learnings (Reigeluth, 1999). Raths, Harmin and Simons (1978) have determined five levels for the affective domain. Levels of this taxonomy are; choosing freely, insisting on choice, confirming the choice, behaving according to the choice, always behaving according to choice (Kaltsounis, 1987). Gronlund (1991) divides affective features into basic structures and basic situations; then classifies them both in stages. The basic structures and basic situations are divided into four as follows.

Basic Structures;
1. Exhibiting a scientific attitude,
2. Showing interest in mathematics,
3. Appreciating good works,
4. Showing good social behavior.

Basic Situations;
1. Participation in class activities (acceptance and reaction),
2. Showing interest for the weal of others (Valuation),
3. Establishing a logical link to the rules of society in protecting natural resources (Organization),
4. Respecting scientific processes (Qualification)

Delandshere (1996) stages the affective domain in the following two basic levels:
1. Personal reaction to external stimulation,
2. Start the response individually (Sönmez, 1994).

Due to the widespread use of their use, the taxonomies of Krathwohl, Masia, Bloom, Reigeluth and Martin are the limitations of this study.

The affective domain objectives in life science, "individual" in the focus of the joint action area of the objectives, "community" as the field of experience and "knowledge" as a science and technology of era are the universal qualified elements of educational curriculums (Çelik, 2006). These elements, which are focused at certain rates for all courses, are especially integrated in the life science course when considering the courses of primary school age. Because the life science course consists of a combination of natural, social, artistic, contemporary ideas and values (Sönmez, 1999). When viewed from this aspect, life science course has an intricate structure. In the following grades, in the courses derived from the life science course (science, life science, history, geography, citizenship, physics, chemistry, biology, etc.) the fact that this intricate structure has both tangible and clear content that can be both representative and can be handled at the age level it serves, requires it to be well thought out and studied in terms of design.

The development of cognitive, affective and psychomotor domains, which are based on individual, society and knowledge, are important in terms of both desired individual behaviors and desired social characteristics. When the last social problems of our country are taken into consideration, it is necessary and important for the students to gain the values of protection and development especially for peace, sociality and cultural values (Tay and Baş, 2015). When the statements in the life science course curriculum is analyzed, it is obvious that the objectives are expected to have these characteristics. In accordance with the objectives of life science curriculum; "justice, giving importance to family unity, independence, scientificness, diligence, solidarity, sensitivity (to natural environment and cultural heritage), virtue, friendship, honesty, aesthetics, confidence, compassion, hospitality, sharing, patience, respect, love, responsibility, patriotism, loyalty, charity" are included. (MoNE, 2017). These contents defined as values in the curriculum are within the scope of the affective domain. Designing the content in accordance with the philosophy determined in the curriculum depends primarily on the objectives' being in the same perspective.

There have been regulations based on constructivist learning in educational curriculums since 2005. In this respect, target behaviors have been transformed into objectives and tried to be student-based. This study is the analysis of the affective objectives in the life science curriculum according to the affective learning taxonomies mentioned in the literature review. The taxonomic classifications of affective learning shed light on the development of individuals in this domain. On the basis of personal development and social structure, educational programs within the scope of compulsory education are fundamental. It is a basic expectation that the expected change and development in the individual and hence in society is reflected systematically in the curriculums. Therefore, the teaching of the affective domain, including the values in the curriculum, should also systematically proceed. In this context, the first, second and third grade objectives of the life science curriculum, which was prepared in 2018, were analyzed in terms of taxonomic aspects and the dimensions discussed were tried to be determined.

When studies on taxonomic analysis of curriculums are examined; Ünsal, Korkmaz (2017) analyzed the philosophy course curriculum acquisitions in terms of different taxonomies; Şad (2011) made a research on the extent to which key stage I English curriculum attains the affective objectives of primary EFL; Cipli (2004) examined 8th level students of the primary school's ideas about social science lesson by affective purposes; Karadağ, Korkmaz and Çalışkan (2007) evaluated the effectiveness of drama method in teaching of social sciences according to cognitive domain; Tay and Baş (2015) compared the 2009 and 2015 life science curricula. When the related literature is analyzed, no studies regarding the taxonomic investigation of affective area objectives in the life science curriculum have been found. Since the absence of such, a study is seen as a deficiency, it is thought that this study will contribute to the literature in this context. Within this context, the following research questions are designed:

1) What is the distribution of first, second and third grade life science affective domain objectives according to Krathwohl, Bloom and Masia's taxonomy?

2) What is the distribution of first, second and third grade life science affective domain objectives according to Martin and Reigeluth's taxonomy?

2. METHODOLOGY

The objectives of first, second, third grade life science curriculum were analyzed individually by three curriculum development experts and a consensus was reached on those who serve the affective domain from the objectives. Later, in order to analyze the distribution of these objectives of affective domain according to different taxonomies, the empty tables of the taxonomic levels of Krathwohl, Bloom & Masia (1964) and Martin & Reigeluth (1999) were prepared and the selected affective domain objectives were placed in separate tables by three curriculum development experts. In order for the studies to be cross-checked, each researcher checked the classification of the objectives.

2.1. Design of the Study

Qualitative research method was used in the study. The data was analyzed with survey (screening) method and interpreted. In such studies, the existing situation in any subject is investigated and interpreted. This is done by collecting systematic, regular data about such studies, events and facts. In a descriptive study, the existence or absence of any situation is tried to be evaluated. Based on the sample, it is tried to reach the results related to the population. Descriptive researches reveal the facts, the factors affecting the situation and the interaction between them (Arseven, 2001; Ekiz, 2015; Sönmez & Alacapınar, 2016; Karasar, 2016). The study aims to reveal how much the affective domain is handled. It can be said that this aspect is qualitative and descriptive. At the same time, it is aimed to analyze the life science curriculum in order to answer the stated purpose. Document review covers the analysis of written materials containing information about the facts or facts intended to be investigated (Yıldırım & Şimşek, 2011).

2.2. Data Collecting Instruments

For the research, literature review was done first. In the process of collecting the data, the life science curriculum (Primary School 1-2-3 Grades) which has been applied in 2018-2019 academic year was analyzed. First of all, all affective objectives were included in the study with consensus expressions agreed by three curriculum development experts. While analyzing the curriculum, as some objectives have been written in such a way that the domains they serve have an intricately structure, only the verbs were not considered as applied in taxonomy level determination studies. As the reasons for this, it can be said that some of the objectives are included in more than one domain, and that the explanations under the objectives are observed to differentiate the domain of the objectives. There are two important reasons to choose this method. The first one is that the teachers, who are the implementers, perform activities that serve all domains on the basis of the versatile development of the students without considering the expression statements as technical expressions. The second reason is that since 2005 as a result of constructivist approach, the objectives have been written as general expressions without considering the behavior or skill distinction. All of the predicted objectives of affective domain development were discussed in two taxonomies of Reigeluth & Martin and Krathwohl, their levels were determined. In the process of developing the curriculum, the systematics and the spirality of the curriculum can be ensured by considering the taxonomical levels. Therefore, taxonomic structures were chosen in order to determine the indicators of the two characteristics.

2.3. Data Analysis

In order to analyze the content of the Life Science Curriculum prepared by Ministry of Education, the units to be examined were decided firstly. These units are the affective domain goals and their explanations that is involved in the curriculum. Affective domain taxonomies are the chosen examination criteria for expressions to be subjected to content analysis. The sub-steps of Reigeluth & Martin and Krathwohl's affective domain taxonomies were considered as categories for the content examined. The categorization of the content was done by three experts separately. The main purpose of choosing this method is to ensure reliability in document analysis. According to Altheide (1996), reaching the same results for a document examined by more than one person under the same conditions is counted as proof of reliability in document analysis. Subsequently, those that were fully agreed on the categories were put into tables and tried to be expressed with numerical data. The aim of this study is to determine the percentage of the goals in the curriculum and the frequencies of the steps where affective goals are found. The procedures carried out were used to comment on the competence of the curriculum in affective domain development.

3. FINDINGS AND RESULTS

3.1. Determining the Affective Objectives of 1-2-3rd Grades Life Science Curriculum

Both the objectives and their explanations were analyzed as a whole. For example; the objective of first grade with code 1.1.6. is stated as "understanding how to behave in flag ceremony." According to Bloom's taxonomy, this objective is written at the second level (understand) in the cognitive domain. However, it can be said that an affective development is expected to the statement of "Turkish Flag and National Anthem should be respected". Because respect is the subject of the affective domain. In order not to ignore the expectations in the curriculum, the objectives were analyzed as a whole. After the analysis, the rates of the expected statements of the affective domain in the program is given in the chart below:

Table 1.
The percentages of affective objectives of Life Science Curriculum

Grade	Number of total objectives	Number of affective objectives	Percentage of affective domain
1	53	30	56,60
2	50	17	34,00
3	45	19	42,22
Total	**148**	**66**	

According to Table 1, the number of objectives decreases from first class to third class, and the number of affective objectives decreases from 30 to 17 and later increases to 19. Affective objectives vary between 34% and 56,60% and differ by grades. It should be kept in mind that not only the objectives but also the objective explanations were analyzed in detail.

3.2. Analyzing the 1st, 2nd, 3rd Grade Affective Objectives of Life Science Curriculum within the Scope of Classification by Krathwohl, Bloom and Masia

The taxonomy developed by Krathwohl, Bloom and Masia consists of five basic steps and the sub-steps under them. Among the affective domain taxonomies, it is considered as the most comprehensive one (Bahar et al., 2006). The lowest step of the affective domain is called as "receiving" and it has sub-steps named awareness, openness to receiving and controlled-selective attention. Second step of the taxonomy is called as "responding" and it has sub-steps named docility in response, enthusiasm in response and satisfaction in response. "Valuing" is the third step and has sub-steps as value acceptance, value preference and commitment to value. Next step is "organization" it has sub-steps as conceptualizing value and organizing value. The fifth and the last step is "characterizing by a value" and it has sub-steps as generalized pattern and qualification.

Table 2 shows the distribution of the first grade objectives of the Life Science Curriculum according to Krathwohl, Bloom and Masia classification.

Table 2.
Distribution of first grade affective domain objectives according to Krathwohl, Bloom and Masia taxonomy

Objectives	Receiving	Responding	Valuing	Organization	Characterizing by a value
1.1.6. Understanding how to behave in the flag ceremony.	*				
1.2.2. Understanding the importance of family life.	*				
1.3.2. Recognizing the measures to be taken to protect the health.	*				
1.5.2. Recognizing the historical, natural and touristic places in neighborhood.	*				
1.5.4. Recognizing to live with people from different cultures.	*				
1.6.4. Being sensitive about keeping the nature and the environment clean.	*				
1.1.1. Participating in the class meeting activity.		*			
1.1.3. Obeying the safety rules when arriving and leaving school.		*			
1.1.10. Getting help from school staff when needed.		*			
1.1.11. Participating in the process of making class rules.		*			
1.1.12. Obeying the school rules.		*			
1.1.13. Obeying the courtesy rules while communicating at school.		*			
1.1.14. Being willing to participate in the activities at school.		*			
1.1.15. Being willing to play games.		*			
1.2.4. Obeying the courtesy rules when communicating with family members.		*			
1.3.5. Preparing food for yourself by paying attention to the rules of cleaning.		*			
1.3.6. Obeying the courtesy rules when eating.		*			
1.4.1. Obeying the safety rules at home and school.		*			
1.4.3. Obeying the traffic rules when coming and going to school.		*			
1.4.4. Applying safety rules when communicating with people.		*			
1.4.6. Using technological tools and equipment safely.		*			

Objectives	Receiving	Responding	Valuing	Organization	Characterizing by a value
1.5.6. Being willing to participate in ceremonies, National days.		*			
1.5.7. Attending religious day and feast celebrations willingly.		*			
1.1.16. Having positive feelings and thoughts about the school.			*		
1.3.7. Taking care to protect the body health while using mass media.			*		
1.6.3. Taking care to protect the animals and plants neighborhood.			*		
1.2.5. Using the sources at home efficiently.				*	
1.3.1. Doing personal care regularly.				*	
1.3.4. Eating healthy during the day.				*	
1.1.8. Having the habit of using toilet and cleaning.					*

When we look at Table 2, it is seen that there are 6 objectives at the receiving level, 17 at the level of responding, 3 at the valuing level, 3 at the level of organization, and only 1 at the level of characterizing by a value.

Table 3 shows the distribution of the second grade objectives of the Life Science Curriculum according to Krathwohl, Bloom and Masia classification.

Table 3.
Distribution of Second Grade Affective Domain Objectives according to Krathwohl, Bloom and Masia Taxonomy

Objectives	Receiving	Responding	Valuing	Organization	Characterizing by a value
2.2.4. Recognizing the duties and responsibilities at home.	*				
2.2.7. Being sensitive to people who need help in neighborhood.	*				
2.4.5. Being sensitive to the safe use of technological tools and equipment.	*				
2.5.2. Recognizing the importance of Turkish flag and National Anthem for the country and nation.	*				
2.6.2. Recognizing the importance of feeding animals and planting.	*				
2.1.8. Expressing yourself clearly when communicating at school.		*			
2.1.4. Participating in decision-making processes about the class.		*			
2.1.7. Obeying the group rules in activities at school.		*			
2.1.9. Obeying the listening rules when communicating at school.		*			
2.1.10. Obeying the rules while playing with friends at school.		*			
2.2.5. Participating in decision-making processes about the family.		*			
2.3.3. Obeying the courtesy rules while eating.		*			
2.4.2. Obeying the safety rules while traveling by public transportation.		*			
2.4.3. Helping the people who need help in traffic.		*			
2.1.6. Taking care when using school sources.			*		
2.1.2. Respecting individual differences.				*	
2.5.7 Respecting the life styles and habits of people from different cultures living in our country.				*	

When we look at Table 3, it is seen that there are 5 objectives at the receiving level, 9 at the level of responding, 1 at the valuing level, 2 at the level of organization. There is no objective at the level of characterizing by a value.

Table 4 shows the distribution of the third grade objectives of the Life Science Curriculum according to Krathwohl, Bloom and Masia classification.

Table 4.
Distribution of Third Grade Affective Domain Objectives according to Krathwohl, Bloom and Masia Taxonomy

Objectives	Receiving	Responding	Valuing	Organization	Characterizing by a value
3.1.1. Recognizing the strengths and aspects that need to be strengthened.	*				
3.1.2. Recognizing how his behavior affect him and friends.	*				
3.1.3. Recognizing how his friends' behaviors affect him.	*				
3.1.4. Understanding the points considered in the process of friendship.	*				
3.1.6. Recognizing the individual and social benefits of school.	*				
3.6.1. Understanding the importance of plants and animals for human life.	*				
3.5.6. Investigating the benefits of national unity to social life.	*				
3.1.7. Being willing to participate in activities related to social cooperation and solidarity.		*			
3.2.2. Giving examples to the importance of neighborhood relations for his family and himself.		*			
3.2.4. Doing the duties and responsibilities at home.		*			
3.2.7. Giving examples to benefits of planning to personal life.		*			
3.4.6. Giving examples of what to do when facing a situation that threatens the safety.		*			
3.5.4. Establishing the relationship between the development of his country and doing his duties and responsibilities.		*			
3.5.7. Participating in social responsibility projects for the problems of people in different cultures living in our country.		*			
3.6.5. Taking responsibility for protecting nature and the environment.		*			
3.2.8. Taking care to protect the budget of himself and his family while meeting the needs.			*		
3.3.1. Using resources efficiently while doing personal care.				*	
3.3.2. Showing conscious consumer behaviors when buying food and beverages.				*	
3.5.5. Protecting common areas and tools.				*	

When we look at Table 4, it is seen that there are 7 objectives at the receiving level, 8 at the level of responding, 1 at the valuing level, 3 at the level of organization. There is no objective at the level of characterizing by a value.

3.3. Analyzing the 1st, 2nd and 3rd Grade Affective Objectives of Life Science Curriculum within the Scope of Classification by Reigeluth and Martin

In the conceptual model developed by Reigeluth and Martin for affective domain, there are six domains as emotional development, moral development, social development, spiritual development, aesthetic development and motivational development, and three sub-domains of each as knowledge, skill and behavior (Reigeluth, 1999). In this model, emotional development is explained as being able to understand what others feel and what oneself feel. Moral development is explained by the behavior codes and the recognition of the logic that follows them. Social development is considered as the ability to regulate relations with others; spiritual development is considered as being aware of one's spirit and awareness that these souls are in relation both within and between themselves. However, it is underlined that a religious mission should not be imposed on spiritual development. Motivational development is defined as the desire of those presented.

Table 5 shows the distribution of the first grade objectives of the Life Science Curriculum according to Reigeluth and Martin classifications.

Table 5.
Distribution of First Grade Affective Domain Objectives according to Reigeluth and Martin Taxonomy

Affective Development Objectives	Knowledge	Skill	Attitude
1.1.6. Understanding how to behave in flag ceremony.	*		
1.1.16. Having good attitudes towards school.			*
Moral Development Objectives	**Knowledge**	**Skill**	**Attitude**
1.1.8. Having habits of using toilets and cleaning.		*	
Social Development Objectives	**Knowledge**	**Skill**	**Attitude**
1.2.2. Understanding the importance of family.	*		
1.5.4. Recognizing living with people from different cultures in our country.	*		
1.1.1. Participating the meeting activity in class.		*	
1.1.10. Getting help from school staff when needed.		*	
1.1.11. Participating in the deciding-process of class rules.		*	
1.1.13. Obeying the courtesy rules when communicating at school.		*	
1.1.15. Being willing to join and play games.		*	
1.2.4. Obeying the courtesy rules while communicating with family members.		*	
1.5.7. Participating the religious days and feasts willingly.		*	
1.5.6. Being willing to participate the ceremonies, national days.			*
Spiritual Development Objectives	**Knowledge**	**Skill**	**Attitude**
-			
Aesthetical Development Objectives	**Knowledge**	**Skill**	**Attitude**
1.5.2. Recognizing natural, historical and touristic places neighborhood.	*		
1.3.1. Doing the personal care regularly.		*	
1.3.5. Preparing meal by taking care of cleaning.		*	
1.3.6. Obeying courtesy rules while eating.		*	
1.6.4. Being sensitive to keep the nature clean.			*
Motivational Development Objectives			
1.3.2. Recognizing the precautions to take care of health.	*		
1.1.3. Obeying the safety rules when coming and going to school.		*	
1.1.12. Obeying the school rules.		*	
1.2.5. Using the resources efficiently at home.		*	
1.3.4. Eating healthy during the day.		*	
1.3.7. Taking care to protect the body health while using mass media.		*	
1.4.1. Obeying the safety rules both at home and school.		*	
1.4.3. Obeying the traffic rules when coming and going to school.		*	
1.4.4. Applying the safety rules while communicating with people.		*	
1.4.6. Using the technological equipment safely.		*	
1.1.14. Being willing to take part in the school activities.			*
1.6.3. Taking care to protect the animals and plants in neighborhood.			*

When we look at Table 5, it is seen that there are 5 objectives at the knowledge level, 20 objectives at the level of skills and 5 objectives at the attitude level. When we look at the distribution of these objectives to domains, it is seen that there are 2 objectives in affective development, 1objective in moral development, 10 objectives in social development, 5 objectives in aesthetical development and 12 objectives in motivational development. There are no objectives in spiritual development.

Table 6 shows the distribution of the second grade objectives of the Life Science Curriculum according to Reigeluth and Martin classifications.

Table 6.
Distribution of Second Grade Affective Domain Objectives according to Reigeluth and Martin Taxonomy

Affective Development Objectives	Knowledge	Skill	Attitude
2.5.2. Recognizing the importance of Turkish flag and National Anthem for the country and nation.	*		
2.1.2. Respecting individual differences.			*
Moral Development Objectives	**Knowledge**	**Skill**	**Attitude**
-			
Social Development Objectives	**Knowledge**	**Skill**	**Attitude**
2.2.4. Recognizing the duties and responsibilities at home.	*		
2.1.7. Obeying the group rules in activities at school.		*	
2.1.9. Obeying the listening rules when communicating at school.		*	
2.1.10. Obeying the rules while playing with friends at school.		*	
2.1.4. Participating in decision-making processes about the class.		*	
2.1.8. Expressing yourself clearly when communicating at school.		*	
2.2.5. Participating in decision-making processes about the family.		*	
2.4.3. Helping the people who need help in traffic.		*	
2.2.7. Being sensitive to people who need help in neighborhood.			*
2.5.7. Respecting the life styles and habits of people from different cultures living in our country.			*
Spiritual Development Objectives	**Knowledge**	**Skill**	**Attitude**
-			
Aesthetical Development Objectives	**Knowledge**	**Skill**	**Attitude**
2.3.3. Obeying the courtesy rules while eating.		*	
2.1.6. Taking care when using school sources.			*
Motivational Development Objectives			
2.6.2. Recognizing the importance of feeding animals and planting.	*		
2.4.2. Obeying the safety rules while traveling by public transportation.		*	
2.4.5. Being sensitive to the safe use of technological tools and equipment.			*

When we look at Table 6, it is seen that there are 3 objectives at the knowledge level, 9 objectives at the level of skills and 5 at the attitude level. When we look at the distribution of these objectives to domains, it is seen that there are 2 objectives in affective development, 10 objectives in social development, 2 objectives in aesthetical development and 3 objectives in motivational development. There are no objectives in spiritual development and moral development.

Table 7 shows the distribution of the third grade objectives of the Life Science Curriculum according to Reigeluth and Martin classifications.

Table 7.
Distribution of Third Grade Affective Domain Objectives according to Reigeluth and Martin Taxonomy

Affective Development Objectives	Knowledge	Skill	Attitude
3.1.1. Recognizing the strengths.	*		
3.4.6. Giving examples of what to do when facing a situation that threatens the safety.	*		
Moral Development Objectives	**Knowledge**	**Skill**	**Attitude**
-			
Social Development Objectives	**Knowledge**	**Skill**	**Attitude**
3.1.2. Recognizing how his behavior affect him and his friends.	*		
3.1.3. Recognizing how his friends' behaviors affect him.	*		
3.1.4. Understanding the points considered in the process of friendship.	*		
3.1.6. Recognizing the individual and social benefits of school.	*		
3.2.4. Doing the duties and responsibilities at home.	*		
3.2.2. Giving examples to the importance of neighborhood relations for his family and himself.	*		
3.5.4. Establishing the relationship between the development of his country and doing his duties and responsibilities.	*		
3.5.5. Protecting common areas and tools.		*	
3.5.6. Investigating the benefits of national unity to social life.		*	
3.5.7. Participating in social responsibility projects for the problems of people in different cultures living in our country.		*	

	Knowledge	Skill	Attitude
3.1.7. Being willing to participate in activities related to social cooperation and solidarity.			*
Spiritual Development Objectives	**Knowledge**	**Skill**	**Attitude**
-			
Aesthetical Development Objectives	**Knowledge**	**Skill**	**Attitude**
3.3.1. Using resources efficiently while doing personal care.		*	
3.6.5. Taking responsibility for protecting nature and the environment.		*	
Motivational Development Objectives			
3.2.7. Giving examples to benefits of planning to personal life.	*		
3.6.1. Understanding the importance of plants and animals for human life.	*		
3.3.2. Showing conscious consumer behaviors when buying food and beverages.		*	
3.2.8. Taking care to protect the budget of himself and his family while meeting the needs.			*

When we look at Table 7, it is seen that there are 11 objectives at the knowledge level, 6 objectives at the level of skills and 2 objectives at the attitude level. When we look at the distribution of these objectives to domains, it is seen that there are 2 objectives in affective development, 10 objectives in social development, 2 objectives in aesthetical development and 4 objectives in motivational development. There are no objectives in spiritual development and moral development.

4. CONCLUSION, DISCUSSION AND RECOMMENDATIONS

The findings related to the research were discussed within the framework of relevant publications in the literature and suggestions for future researches in similar studies were presented.

4.1. Conclusion, Discussion

Even though the schools do not include values in curricula, they create many positive or negative values (Akbaş, 2004). However, when we look at the definition of education, the word 'intentional' draws attention; education is the process of creating the desired behavioral change through the individual's own life and intentional culturing (Demirel, 2012). If it is not possible to leave the area of cognitive development to coincidence, leaving the affective domain development to coincidence can lead to irreparable damage. Communities with different affective structures can lead to mass divisions in society. Therefore; objectives appropriate to the scientific foundations of the theories such as morality, personality, etc. taxonomical should be included in the curriculum gradually.

In Turkish education system, the aims towards affective area are decreasing as the level of education increases and from general goals to special goals (Otluoğlu, 2002). The reason for this reduction is mainly due to the fact that the area is abstract and difficult to work on, and its results lead to a global diverging from human values.

Inclusion of national and universal value concepts and contents in the curriculum is shaped according to the needs of the society and the educational philosophy adopted by the country. This is one of the underlying reasons for the cancellation of a group curriculum, including the life science curriculum, by the Council of State in 2005-2006. Indeed, the board of educational curriculum and instruction professors reported that the curriculums that were renewed that time in Turkey, did not arise from the philosophy, needs and experiences (Gözütok et al., 2013). General objectives of education are listed in article 2 of the National Education Basic Law No. 1739. When these objectives are analyzed, those who point to the affective domain from the characteristics of the individuals to be raised can be listed as follows:

Being dedicated to Atatürk nationalism and Ataturk's principles and reforms
Adopting and protecting the national, moral, human, spiritual and cultural values of the Turkish Nation
Exalting his family, homeland, nation
Having a well-developed and healthy personality and character in terms of body, mind, morality, spirit and emotion
Respecting human rights, valuing personality and enterprise
Being responsible to society
Having the habit of working together

Curriculum is expected to serve the general objectives listed. Having the above features requires individuals to have affective domains. Utilizing taxonomies to decide which course and class level and level of these features, which are included in general purposes, will make the curriculum development processes systematic. The outcomes in the Life Science Curriculum serve the stated general objectives. However, it is difficult to talk about an integrity unless it is determined which general purpose, which class level and at what level it serves. For example, in order to reach our objective of "valuing the enterprise", it should be ensured that the sub-indicators of this objective statement are determined, transformed into acquisition statements and these statements take place as appropriate stages of the appropriate curricula. For example, if we take the taxonomy developed by

Krathwohl, Masia and Bloom to achieve our objective of "valuing the enterprise", then the step of "valuing" takes place after the steps of "receiving" and "responding". In order to raise individuals who value the enterprise in a structure in which this taxonomy is adopted, first of all individuals should be expected to recognize the enterprise (receiving step) and react positively when they see an enterprise (responding step). Therefore, these statements are expected to be gradually placed in the curriculum. Setting objectives in accordance with taxonomies can be a guide in the teaching process, assessment and evaluation processes and curriculum evaluation studies, respectively. Since this hierarchical structure is not found in the curriculum examined, it is also difficult to determine where and how difficulty individuals experienced in the process of achieving the general objectives specified by law. It is known that advancing from the lower levels to the upper levels in the development of the affective domain eliminates inconsistency, suspicion, contradictions and the values obtained in the upper steps become the guiding principles that guide the person's life (Akbaş, 2004).

In his essay titled "Affective Education and Emotion Education at Primary School Curriculum", Otluoğlu (2002) recommends that the aims of the courses should be re-established considering affective features. Although the curriculums have been changed frequently since the article date, it can be said that the affective domain objectives are still not enough and they do not have a taxonomic spirality. As the level of the class increases, an increase in the taxonomic levels of the objectives may be a characteristic pointing to the spirality of the curricula. Spirality is a curriculum approach that considers the principle of sequence between objectives at re-teaching them by expanding (Güldalı and Demirbaş, 2017).

It should be ensured that the cognitive, affective and psychomotor areas are adequately and equally distributed in the curricula (Yaşaroğlu, 2013). Expressions of the objectives in the curriculum were analyzed in detail in order not to lose data and were included in the affective domain even in the explanation part. However, in order to ensure that implementers do not miss any point, there should be a clear emphasis on the areas that are expected to be developed in the objectives and the objectives should be written in accordance with the target writing principles.

It is appropriate to use the results of the studies to develop the curriculum. Similar data has also been used for curriculum development studies in previous years. As a requirement of the curriculum development model, it is noteworthy that in the Life Science Curriculum in 1998, there is a taxonomy of objectives by class level (As cited in: Gözütok et al., 2013). But, in the Life Science Curriculum published in 2018, there is not a taxonomy of objectives by class level.

Due to the taxonomic study of Reigeluth and Martin, it was possible to analyze the components of the affective area separately. It is noteworthy that spiritual and moral development is neglected in affective objectives. According to Astin et al. (2011) students' "inner" development—the sphere of values and beliefs, emotional maturity, moral development, spirituality, and self-understanding—have increasingly come to neglect. The findings of this study also support the research results. Especially in higher education, the researchers state that universities pay attention to students' spiritual development (Chickering, Dalton, & Stamm, 2005; Tisdell, 2003; Kazanjian & Laurence, 2000; Rendón, 2000;) so it is necessary to support students' spiritual and moral development at a younger age. Regarding moral education, Kohlberg's theory of moral stages has served to define the goals and the sequencing of moral education (Nucci & Turiel, 2009) in addition to Reigeluth and Martin taxonomy. Moral and character education is becoming important (Rettz & Jacobs, 1999) and at the end of the '90s, studies have started to be carried out at the level of faculty. Starting these studies at lower levels of education may provide convenience to students at a later age.

4.2. Recommendations

Adaptation of the curriculum of other countries to our country is a concern in the academy. The only way to prevent this concern is to conduct scientific studies by making needs analysis. It is an inevitable necessity to evaluate curricula and make necessary changes in accordance with our country's needs. The studies mentioned bring the use of affective content and taxonomies as well as cognitive content. The revision of the curriculum and the execution of curriculum evaluation studies are an important step in the curriculum development process. In the curriculum evaluation studies to be carried out by the ministry, the Life Science Curriculum should be revised in accordance with the curriculum development principles with the support of curriculum development specialists. It is clear that careful consideration of affective domain taxonomies in this curriculum evaluation study will contribute to raising qualified individuals. Taxonomic reviews prepared by the authors are also suggested to be handled in possible curriculum evaluation studies.

The Life Science Curriculum is still being implemented in our schools. Primary school teachers, who are the implementers of this curriculum, are recommended to design their lessons considering the curriculum's affective domain. Thus, they can taxonomically identify the things that should be included in the lower levels of achievements only at the top level and find the opportunity to work with students to develop. Or, on the contrary, they can make inferences about the outcomes they can reach for the next steps of the outcomes in the lower steps in taxonomy. In taxonomies, turning the outcomes in the lower levels into high-level outcomes or determining only the lower levels of the outcomes in the upper level can be a new study topic for the researchers who will work on this subject.

In the case of consideration of the statements of acquisition considered independent of the explanations, the area in which it refers to development may be different. In this case, the development of the affective domain requires that the implementers should be detailed and sensitive to the curriculum. This situation, which is the responsibility of the teacher, can make the

curriculum more efficient, emphasize the objectives and the area that needs to be improved in a clear way. The development of affective domain of life science may be more appropriate than other courses. However, as all education systems aiming at the development of the individual as a whole, conducting an analysis of the affective area objectives of other courses may lead to the development of specific recommendations for the field.

According to the moral development theories of Piaget and Kohlberg, moral development in primary school age continues. Therefore, it is expected that moral development should be taken as an objective in life science that is the most appropriate course for that. A similar situation applies to spiritual development. Erikson's theories of psychosocial development, such as the theory of the stages of spiritual development, states that spiritual development continues in primary school age. For example, a sense of inferiority may take from 6 to 12. Developing this content, which is eclectic in its structure by adhering to the basic principles of curriculum development, is important in terms of individual and social benefit.

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Research and Publication Ethics Statement

In this research, all ethical principles are taken into consideration. The authors declare that they have used no sources other than those listed in the references.

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The authors equally contributed for the article.

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The authors declare that there is no conflict of interest.

6. GENİŞ ÖZET

Bu çalışmada, duyuşsal alan kapsamında oluşturulmuş taksonomiler incelenmiştir. Seçilen iki taksonomi ile Hayat Bilgisi Öğretim Programı'nda yer alan kazanımların taksonomik düzeyleri belirlenmiştir. Temelde Hayat Bilgisi Öğretim Programı sınırlığında duyuşsal alana hizmet eden kazanımların, kuramsal çerçevede yer alan sınıflamalardaki düzeyleri tartışılmaktadır. Mevcut durumu ortaya çıkarmak amacını taşıyan bu çalışmada doküman incelemesi yoluna gidilmiştir. Bu nedenle çalışmanın nitel ve betimsel olduğu söylenebilir. Genel anlamda dokümanlar, bu çalışma özelinde ise Hayat Bilgisi Öğretim Programı, araştırmacılara ve uygulayıcılara yol gösteren ve çalışma sınırlarını belirleyen önemli belgelerdir. Türkiye'de olduğu gibi merkezi bir program geliştirme anlayışı benimsemiş ülkeler için belirtilen doküman yani öğretim programları; alan kapsamı, dil birliği, açıklığı, bilimsel verilere uygunluğu açısından azami düzeyde önem taşımaktadır. Bu çalışmanın kapsamını birinci, ikinci ve üçüncü sınıf Hayat Bilgisi Öğretim Programı oluşturmaktadır. 2018-2019 öğretim yılında güncellenen Hayat Bilgisi Öğretim Programı'nın incelenecek doküman olarak belirlenmesi ile belirtilen yıl itibarı ile zorunlu öğretimin ilk kademesi olan ilkokulun ilk yıllarında bireylerin maruz kaldığı yapıyı tanınma ve bu yapı hakkında yargıya varılma fırsatı sağlamaktadır. Etki alanı büyüklüğü düşünüldüğüne ulaşılacak sonuçların önemi fark edilebilirdir. Duyuşsal alana yönelik Reigeluth ve Martin tarafından geliştirilen taksonomi ile Krathwohl, Bloom ve Masia tarafından geliştirilen taksonomiler sınırlık olarak belirlenmiştir. Bu iki taksonominin belirlenmesinde iki temel özellik, önemli ölçütler olarak karşımıza çıkmaktadır. İlki taksonominin kullanım alanı yaygınlığıdır ki Krathwohl, Bloom ve Masia taksonomisi Bloom'un bilişsel alan taksonomisine eklenmek üzere geliştirilmiştir ve Bloom taksonomisi Avrupa ülkelerinde olduğu gibi ülkemizde de yaygın olarak kullanılmaktadır. Bloom taksonomisine hedef yazma ya da ölçme değerlendirme faaliyetlerinde yol gösterici olması bakımından sıklıkla başvurulmaktadır. Çalışmada başvurulacak taksonomi seçiminde ikinci önemli özellik ise duyuşsal alanın kendisine ait

yapıyı yansıtması bakımından Reigeluth ve Martin tarafından geliştirilen taksonomide duyuşsal alanın alt boyutlarının tanımlanmış olmasıdır. Belirtilen taksonomide çalışmacılar soyut özellikler taşıyan ve üzerinde çalışması zor olan bu yapıyı alt alanlara ayırarak hatlarının daha net olmasına imkân tanımaktadırlar. Bu bakımdan yapıyı oluşturan özelliklerin yani duygusal gelişim, ahlaki gelişim, sosyal gelişim, ruhsal gelişim, estetik gelişim ve motivasyonel gelişim alt alanlarının tanımlanmış olmasının yol gösterici olduğu düşünülmektedir. Programda yer alan duyuşsal alan kazanımlarının sınıflamalar kapsamında ele alınarak incelenmesi kazanımların yoğunlaştığı ve seyrekleştiği alanların belirlenmesini sağlamıştır. Doğal olarak ele alınma sıklığı azaldığı tespit edilen yapıların bireylerin yetişmesinde ele alınma oranları da azalmaktadır. Bu durum yetişen nesillerin bazı yönlerinin daha az gelişmesi olasılığını doğurmaktadır. Programda yer alan 148 kazanımın ve/veya açıklamasının 66'sı duyuşsal alana hizmet eden ifadeler taşımaktadır. Bu durumda programın %44,59'unun duyuşsal alana hizmet eder özellikler taşıdığı söylenebilir. Araştırmanın bulguları sayısal olarak daha ayrıntılı ele alınarak incelendiğinde üç sınıf düzeyi toplamında en alt düzeyde yer alan kazanım sayısı hem Krathwohl, Bloom ve Masia taksonomisinde hem de Reigeluth ve Martin taksonomisinde 18'er tane olduğu görülmektedir. Üç sınıf düzeyinde toplam 66 tane duyuşsal kazanım yer aldığına göre bu kazanımların %27,27'si ilk yani en alt düzeyde yer almaktadır. Her iki taksonominin de en üst düzey basamağında yer alan kazanım sayısına bakıldığında Krathwohl, Bloom ve Masia taksonomisinde üst düzeyde yalnızca 1 kazanım yer alırken, Reigeluth ve Martin taksonomisinde 12 kazanım yer almaktadır. Belirtilen farklılığın, taksonomik yapıların düzey aralıklarının sayısının farkından yani aralık hassasiyetin farkından kaynaklandığı söylenebilir. Krathwohl, Bloom ve Masia taksonomisi 5 düzeyden oluşuyorken Reigeluth ve Martin taksonomisi 3 düzeyde sınırlandırılmaktadır. Bu durumda en üst düzeyde yer alan kazanım sayısı % 1,51 ile %18,18 arasında değiştiği söylenebilir. Alt ve üst düzeyler kıyaslanırsa üst düzeylerin sayıca daha az olduğu açıktır. Yapılan doküman incelemesi sonucunda duyuşsal alan kazanımlarının yeterli miktarda olmadığı, taksonomik bir sarmallık içermediği ve gelişim alanlarından ruhsal ve ahlaki gelişimin ihmal edildiği söylenebilir. Bireyin yetişmesinde önemli boyutlardan biri olan duyuşsal alanın miktar ve nitelik bakımından yeterli içeriğe sahip olmasını sağlamak alan uzmanları ile birlikte program geliştirme uzmanlarının ortak çalışmaları ile mümkün olabilir. Yapılan bu çalışma ile mevcut programların kazanımlarının taksonomik alan ve düzeyler açısından incelenmesi, öğretmenlerin bu alanlardaki farkındalığını artırabileceği gibi program geliştirme merkezlerine de veri kaynağı oluşturabilir. Öğretim programlarının sıralanan genel amaçlara hizmet etmesi beklenmektedir. 1739 Sayılı Millî Eğitim Temel Kanunu'nun 2. maddesinde eğitimin genel amaçları listelenmiştir. Bu amaçlarda yer alan özelliklere sahip olmak bireylerin duyuşsal alanlarının gelişmiş olmasını gerektirmektedir. Genel amaçlarda yer alan bu özelliklerin hangi ders ve sınıf düzeyinde, hangi seviyede gerçekleştirileceğine karar vermek için taksonomilerden yararlanılması, program geliştirme süreçlerini sistematik hale getirecektir. Belirtilen sonuçlar ışığında ülkenin uzak hedefleri ile bağlantılı ve doğru oranlı olarak derslerin amaçlarının duyuşsal özellikler göz önünde bulundurularak yeniden oluşturulması yapılacak çalışmalardan ilki olarak karşımıza çıkmaktadır. Hazırlanan öğretim programlarında, kazanımların tüm alanlara (bilişsel, duyuşsal ve devinişsel) yeterli ve dengeli bir şekilde dağılması gerekmektedir. Hayat Bilgisi Öğretim Programı için yapılacak olası bir program geliştirme çalışmasında bu makalenin verileri, Piaget'nin ve Kohlberg'in ahlak gelişim kuramları ile Erikson'un Psikososyal Gelişim Kuramı'na uygun bir içerikle taksonomik yapılardan oluşan çapraz tabloların hazırlanması yol gösterici olabilir. Benzer taksonomik çalışmaların diğer dersler için de yapılması program geliştirme çalışmalarında temele alınacak veriler olarak kullanılabilir.