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Comparison of Secondary Education Literature Textbooks Taught in Countries Members of the Organization of Turkic States*

Abstract

The Organisation of Turkic States is an international organisation in which Turkey, Azerbaijan, Kazakhstan, Kyrgyzstan and Uzbekistan are members and Hungary, the Turkic Republic of Northern Cyprus and Turkmenistan are observers. Recently, serious studies have been carried out on these states, which have common aspects in religion, culture, literature, art, language and many other issues. One of the studies conducted in many disciplines is related to secondary school literature textbooks. It is essential to carry out these studies in order to create a common content and to identify similarities and differences. Based on this idea, we aimed to evaluate the literature textbooks taught at the secondary education level in the member countries of the Organization of Turkic States. However, taking into account the content of the article, we should first study; We deemed it appropriate to limit it to literature textbooks taught at secondary school level in Azerbaijan, Kazakhstan, Kyrgyzstan and Uzbekistan. Although there have been previous

* This study was produced from the doctoral thesis titled "*Teaching literature at the secondary school level in the member countries of the Organization of Turkic States (an evaluation in terms of programs and textbooks)*".



studies on teaching literature at the secondary school level in the member countries of the Organization of Turkic States, we thought of creating a collective resource for researchers and contributing to Turkish literature studies by conducting a content analysis in our study, which deals with this issue with a holistic approach for the first time. The design and content of the textbooks form the basis of our study.

Keywords: *The Organisation of Turkic States, literature, textbook, content*

Türk Devletleri Teşkilatına Üye Ülkelerde Okutulan Ortaöğretim Edebiyat Ders Kitaplarının Karşılaştırılması

Öz

Türk Devletleri Teşkilatı, Türkiye, Azerbaycan, Kazakistan, Kırgızistan ve Özbekistan'ın üye, Macaristan, Kuzey Kıbrıs Türk Cumhuriyeti ve Türkmenistan'ın gözlemci olduğu uluslararası bir örgüttür. Din, kültür, edebiyat, sanat, dil ve daha birçok konuda ortak yönleri bulunan bu devletler hakkında son dönemde ciddi çalışmalar yapılmaktadır. Birçok disiplinde yapılan çalışmalardan biri de ortaokul edebiyat ders kitapları ile ilgilidir. Ortak bir içerik oluşturmak, benzerlik ve farklılıkları tespit etmek için bu çalışmaların yapılması elzemdir. Bu düşünceden yola çıkarak Türk Devletleri Teşkilatı'na üye ülkelerde ortaöğretim düzeyinde okutulan edebiyat ders kitaplarını değerlendirmeyi amaçladık. Ancak makalenin içeriğini dikkate alarak öncelikle çalışmamızı; Azerbaycan, Kazakistan, Kırgızistan ve Özbekistan'da ortaokul düzeyinde okutulan edebiyat ders kitapları ile sınırlandırmayı uygun gördük. Türk Devletleri Teşkilatı'na üye ülkelerde ortaokul düzeyinde edebiyat öğretimine ilişkin daha önce çalışmalar yapılmış olsa da bu konuyu ilk kez bütüncül bir yaklaşımla ele alan çalışmamızda içerik analizi yaparak araştırmacılar için kolektif bir kaynak oluşturmayı ve Türk edebiyatı çalışmalarına katkı sağlamayı düşündük. Ders kitaplarının tasarımı ve içeriği çalışmamızın temelini oluşturmaktadır.

Anahtar Kelimeler: *Türk Devletleri Teşkilatı, edebiyat, ders kitabı, içerik*

Introduction

After the collapse of the Soviet Union, many Turkic states declared their independence. The concept of "Turkic World", which came to the agenda again after this independence process, is being built on solid foundations as a result of Turkey's efforts to bring the countries of the region together. "Since the 1990s, mechanisms and organisations that promote cooperation in many fields, especially political, economic and cultural, as well as bilateral relations, have been established among the Turkic states" (Özsoy, 2023, p. 40). With the summits of the "Heads of State of Turkic Speaking Countries", interaction between Turkic states has started in many aspects. The first of these is the Summit Process (Meeting). The process started in 1992 after the Central Asian Turkic Republics gained their independence and continued until 2010, when the Secretariat of the Organisation of Turkic States (formerly the Turkic Council) was established. It consists of 10

summit meetings between the Heads of State of Azerbaijan, Kazakhstan, Kyrgyzstan, Uzbekistan, Turkey and Turkmenistan.

The Organisation of Turkic States was established on the basis of the common political intention that emerged as a result of the "Summits of the Heads of State of the Turkic Speaking Countries". Azerbaijan, Kazakhstan, Kyrgyzstan and Turkey are the founding members of the organisation. It was established with the 2009 Nakhchivan Agreement and at the last summit held in Istanbul on 16 September 2010, the establishment of the organization under the name of the Turkic Council was officially announced and its priorities and road maps were determined. The summits held in the organisation, which was established as a permanent structure, were renamed as the Summits of the Turkic States (TDKÜİK, 2009). The fields of cooperation of the Organisation are “political, economic, customs, transport, tourism, education, information and media, youth and sports, diaspora, information and communication technologies, energy, health, migration, agriculture, judiciary, humanitarian issues and development, cooperation between Muslim religious institutions, space, human resources and cooperation with international organisations” (TDT, 2024). Education, one of the areas of cooperation of the Organisation, was included in the Second Summit with the theme of "Education, Science and Cultural Cooperation". The common culture, language and history among the Turkic States constitute an important part of the cooperation (unity) among the Turkic States. One of the most essential ways of developing long-term cooperation in political unions or organisations is education. It is only possible to develop inter-country cooperation, make it permanent and strengthen cultural unity by means of educational practices (Kazel, 2023, p. 1649). Education, as one of the areas of cooperation of the Organisation of Turkic States, is an important issue that should be emphasised and studied. From this point of view, in our study, we aimed to make an evaluation of the literature textbooks studied at the secondary education level of the member countries of the Organisation of Turkic States.

Textbooks are both complementary to education programmes and serve as a guide for teachers and students in in-class applications (Tutsak & Batur, 2011, p. 355). The textbook is a basic source in which subjects are covered in a manner consistent with the objectives of the programme and students acquire knowledge, skills and habits (Yurt & Aslan 2014, p. 318). Textbooks have a significant effect on what students will learn and what teachers will teach during teaching, and they also have a significant effect on decisions about in-class teaching and learning

activities (Kılıç & Seven, 2002, p. 19). For this reason, textbooks should be prepared in accordance with the education programmes.

The variables affecting the quality of textbooks have been categorised by researchers from various perspectives. Küçükahmet (2011) discusses the physical characteristics of textbooks under four categories: educational design (in terms of objectives, content, learning-teaching process and assessment), visual design, language and expression (p. 36- 37). Demirel (2017) categorises the criteria for examining textbooks into three main groups: scientific content, formal appearance, language and speech. Formal appearance includes information about the outer and inner covers, front and back chapters of a book. In scientific content, importance is attached to the scientific review of the texts in the textbooks, the absence of scientific errors, and the transmission of knowledge and skills in accordance with the objectives of the programme. Language and expression is related to the quality of textbooks in terms of the correct use of language, presenting the richness of Turkish with a clear and understandable Turkish free from foreign words, and consistency in the words used (p. 41- 42).

1.Purpose and Importance of the Study

The aim of this research is to evaluate literature teaching at secondary education level in the member countries of the Organisation of Turkic States in terms of textbooks. Based on the textbooks, it is to determine the differences and similarities of the countries in their teaching of literature. It is very important to review and evaluate the textbooks, which are the basic components of the education and training process, in order to improve the quality of teaching and to make them suitable for our purposes, and to compare them with the textbooks of other countries. Although there are various studies on textbooks, there is no study that focuses on literature textbooks at the secondary education level in the member countries of the Organisation of Turkic States with a holistic approach. Our study is important both in this respect and in terms of creating a collective resource in order to analyse the literature textbooks of more than one Turkic state.

This study, which was prepared to evaluate literature teaching at secondary education level in the member countries of the Organisation of Turkic States in terms of textbooks, is carried out with qualitative research method. Qualitative research is a research in which qualitative data collection methods such as observation, interview and document analysis are used and a qualitative process is followed to reveal perceptions and facts in a realistic and comprehensive way in a natural environment (Yıldırım & Şimşek, 2021, p. 37). In this study, the survey model, which is one of the qualitative research methods, was used in the data collection, data analysis and discussion of the

results. Document scanning / document analysis covers "the analysis of written materials containing information about the phenomenon or phenomena aimed to be investigated" (Yıldırım & Şimşek, 2021, p. 189). The study was limited to the literature textbooks currently being used in secondary education in Azerbaijan, Kazakhstan, Kyrgyzstan and Uzbekistan.

2. Azerbaijan Literature Textbook

The 10th grade Literature textbook was published in 2022 by Baku Publishers. It is 208 pages. The authors of the book are Sultan Husseinoglu Aliyev, Bilal Agabalaoglu Hasanov, Aynur Jafar Mustafayeva. 11th grade Literature textbook was published by Baku Publishers in 2018. It is 208 pages. The authors of the book are Isa Habibbaylı, Soltan Aliyev, Bilal Hasanov, Aynur Mustafayeva.

Figure 1. Azerbaijan literature textbook outer cover



In the content organization of both books, Azerbaijan Flag and National Anthem, Heydar Aliyev Portrait, Inner cover, Titles, Chapters, Traditional Signs Used in Literal Reading, Glossary, Short Glossary of Literary Terms, We Recommend You to Read, References, Imprint Page are included.

10th grade Azerbaijan Literature textbook consists of six chapters: "Azerbaijani Oral Folk Literature" (Azerbaijani Oral Folk Literature), "Azerbaijani Literature of the Ancient Period", "Azerbaijani Literature of the Intibah Period", "Azerbaijani Literature of the Middle Ages", "Azerbaijani Literature of the Early New Period", "Age of Enlightenment-Realism in Azerbaijani Literature".

11th grade Azerbaijani Literature textbook consists of six chapters. "Period of Critical Realism and Romanticism in Azerbaijani Literature" (90s of the 19th century to 1920), "Literature of South Azerbaijan", "Azerbaijani Literature of the Soviet Period (1920-1990 years)", "Return to National Self in Azerbaijani Literature and the Period of Independence (60-90 years of the 20

century)", "Multi-method Azerbaijani Literature of the Independence Period", "Selections from World Literature".

Table 1. Literary writers featured in the book

10th Grade	11th Grade
Nizami Gencevi	Celil Memmedguluzade
İmadeddin Nesimi	Mirza Alekber Sabir
Şah İsmail Hətayi	Hüseyin Cavid
Muhammed Fuzûlî	Ahmed Cevad
Molla Penah Vâkıf	Muhammed Hüseyin Şehrîyar
Kasım Bey Zakir	Cafer Cabbarlı
Mirza Feteli Ahundzade	Samed Vurgun
Âşık Alesker	Resul Rıza
Seyid Azim Şirvani	Mir Celal
Necef Bey Vezirov	İlyas Efendiyev
	İsmail Şihli
	Bahtiyar Vahapzade
	Cengiz Aytmatov

3.Kazakh Literature Textbook

The 10th grade Kazakh literature textbook was published in 2019 by the Apman-pv publications. The book is 160 pages. The authors of the book are R. Zaikenova and L.N. Nurlanova. 11th grade Kazakh literature textbook was published by Apman-pv publications in 2020. The book is 144 pages. The authors of the book are R. Zaikenova, R. Sakenova, L.N. Nurlanova.

Figure 2. Kazakh literature textbook outer cover



The content organisation of both books includes the imprint page, preface, chapters, literary theory, literature used, table of contents, inner cover. 10th grade Kazakh Literature textbook consists of four chapters: "Poetry is the King of Words", "Artistic Thought in Prose", "The Artistic Word, Weaved with Myth", "Time, the People of the Age". 11th grade Kazakh Literature textbook also consists of four chapters: "Key to History", "Decision and Reason", "Centenary Work", "Criticism in Literature".

Table 2. Literary writers featured in the book

10th Grade	11th Grade
Abay Kunanbayev	Saken Seyfullin
Jüsipbek Aymawıtuı	İlyas Esenberlin
Abış Kekilbaev	Askar Süleymanov
Muxtar Mağawin	Kasım Amanzholov
Cengiz Aytmatov	Smagul Elubay
Ulugbet Esdevlet	Muhtar Auezov
Qabdesht Zhumadilov	Tumanbay Moldagaliev
Shakhimarden Qabidenuly Qusayinov,	Talabek Asemkulov
Şerxan Murtaza	Ernest Miller Hemingway

4.Kyrgyz Literature Textbooks

The 10th grade Kyrgyz Literature textbook was published in 2013 in Mektep publishing office. The book is 360 pages. The authors of the book are Keneshbek Asanaliyev, Sovetbek Baygazyev, Salijan Zhigitov, Kireshe Imanaliyev. 11th grade Kyrgyz Literature textbook was published in 2007. The authors of the book are K. Artıkbayev, K. Asanaliyev, S. Baygazyev, K. Imanaliyev, N. Isekeyev and A. Muratov. The book is 336 pages. The Publisher is "Bilim kompyuter".

Figure 3. Kyrgyz literature outer cover



In the content organisation of the book, there are the state coat of arms and state flag of the Kyrgyz Republic, national anthem, inner cover, introduction, chapters, table of contents on the first page.

10th grade Kyrgyz Literature textbook consists of six chapters: "Kyrgyz Written Literature of the XIX-XX. Century", "The Emergence of Kyrgyz Professional Literature (1919- 1924)", "The First Steps of Kyrgyz Literature (1925-1929)", "Kyrgyz Literature until World War II (1930-1940)", "The Great Patriotic War and Kyrgyz Literature after it (1941-1959)", "Western Classics".

11th grade Kyrgyz Literature textbook consists of three chapters: "Kyrgyz Literature between 1960-1990", "Overview of Kyrgyz Journalism 1920-1990", "Manas Scientism".

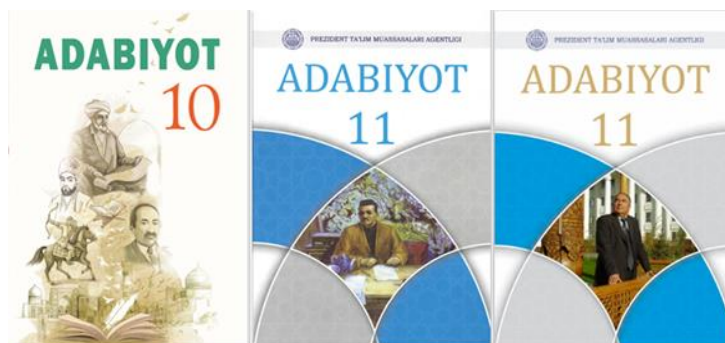
Table 3. Literary writers featured in the book

10th Grade	11th Grade
Moldo Niyaz	Tügölbay Sıdıkbekov
Nurmolda	Cengiz Aytmatov
Moldo Kılıç	Uzakbay Abdıkaimov
Togolok Moldo	Tölgön Kasımbekov
Osmonalı Sıdıkov	Süytınbay Eraliyev
Belek Soltonoev	Baydılda Sarnogoyev
Kazıbek Mambetemin:	Toktobolot Abdumomunov
Kasım Tınıstanov	Mar Bayciyev
Mukay Elebayev	Keneş Cusupov
Aalı Tokombayev	Cengiz Aytmatov
Cusup Turusbekov	Bektursun Alımov
Kubaniçbek Malikov	Sovetbek Baygaziyev
Coomart Bökönbayev	Şabdanbay Abdıramanov
Kasımalı Cantöşev	Muhtar Avezov
Kasımalı Bayalınov	
Alıkul Osmonov	
Midin Alıbayev	
Raykan Şükürbekov	
Ernest Hemingway	

5.Uzbekistan Literature Textbook

The 11th grade Uzbekistan Literature textbook was published in 2022. It is 314 pages. The authors are Zulkhumor Mirzayeva, Kâmil Jalilov. Class 11 Uzbekistan Literature textbook was published in 2022. The book consists of two parts: 11th grade literature textbook Part 1 is 145 pages. Its authors are Zulkhumor Mirzayeva, Kâmil Jalilov, Jamoliddin Nurmuhammadov. 11th grade literature textbook 2nd part is 313 pages. The authors are Zulkhumor Mirzayeva, Kâmil Jalilov.

Figure 4. Uzbekistan literature textbook outer cover



The content organisation of the book consists of inner cover, imprint page, introduction, chapters, literature laboratory, table of contents.

10th grade Uzbekistan Literature textbook consists of four chapters: "Folk Oral Creation and Literature of the Ancient World", "Literature of the Middle Ages: V-XVI centuries", "Literature of the 17th-19th centuries" "Literature of the 20th century (1910s - 1930s)". The titles in Chapter 1 of the 11th grade Literature textbook are as follows: "Literature and Art", "Abdulla Qadiri", "Abdul Hamid Suleiman's son Cholpan", "Mikhail Bulgakov", "John Golsuorsi", "Uzbek literature of the 20th century: The second half of the 1930s - 1980s", "Hamid Olimjon", "Musa Tashmuhammadoglu Aybek", "André Maurois". In 2nd Chapter of the 11th grade Uzbekistan Literature textbook: "The Second Half of the 20th Century and Modern World Literature", "Nobel Prize for Literature", "Features of the Period of Independence and Modern Uzbek Literature", "Modern Uzbek Poetry".

Table 4. Literary writers featured in the book

10th Grade	11th Grade (Chapter I)	11th Grade (Chapter II)
Yusuf Has Hacib	Gafur Gulom	Ray Bradbury
Alisher Navoiy	Abdulla Kadiri	Erkin Vahidov
Miguel de Cervantes Saavedra	Abdülhamid Süleymanoğlu	Abdulla Oripov
Boborahim Mashrab	Çolpan	Rauf Parfi
Muhammed Rıza Ağahi	Mihail Bulgakov	Nazar Eşankul
Anbar Otin	John Golsuorsi	Gabriel Garcia Marquez
Muhammed Aminhoja Muqimi	Hamid Olimjon	Necip Mahfuz
Alexander Puşkin	Musa Taşmuhammadoğlu	Johan Borgen
Abdurauf Fitrat	Aybek	Hurşid Dostmuhammed
Erich Maria Remarque	André Maurois	Cengiz Aytmatov
		Paulo Coelho
		Uluğbek Hamdamı
		Erkin Azam
		Zulfia Kurolboykızı
		Fakhriyor
		Sirojiddin Rauf

Text type distribution in literature textbooks is given in table 5:

Table 5. Text type distribution in textbooks

Genres	Azerbaijan		Kazakhstan		Kyrgyzstan		Uzbekistan	
	10	11	10	11	10	11	10	11
Poetry	8	5	12	3	26	-	4	9
Novel	-	3	4	3	3	6	4	9
Story	1	-	2	3	2	6	-	6
Theatre	2	5	1	-	3	2	1	-

Epic	2	-	-	-	2	-	5	2
Travel	-	-	-	-	-	-	1	-
Letter	-	-	-	-	-	2	1	-
Conversation	-	-	-	-	-	2	-	-
Essay	-	-	-	-	-	1	-	-
Article	-	-	-	-	-	-	-	2
Total	13	13	19	9	36	19	16	28
	26		28		55		44	

Azerbaijan textbooks include a total of twenty-six texts in the genres of poetry, novel, story, theatre and epic; Kazakhstan textbooks include a total of twenty-eight texts in the genres of poetry, novel, story, theatre; Kyrgyzstan textbooks include a total of fifty-five texts in the genres of poetry, novel, story, theatre, epic, letter, conversation and essay; Uzbekistan textbooks include a total of forty-four texts in the genres of poetry, novel, story, theatre, epic, travel, letter and article.

Conclusion

In this study, 10th and 11th grade literature textbooks of Azerbaijan, Kazakhstan, Kyrgyzstan and Uzbekistan, which are member countries of the Organisation of Turkic States, were examined. In our study, literature textbooks of the related countries were evaluated in terms of content and form. The outer covers of all the books examined were designed in colour and illustrated. The contents of the literature textbooks of Azerbaijan, Kazakhstan and Uzbekistan are also colourful and illustrated. However, the content of Kyrgyzstan literature textbooks is designed in black and white. In the literature textbooks of Azerbaijan, Kyrgyzstan and Uzbekistan, chapters are given chronologically from the past to recent history. Kazakhstan textbooks, on the other hand, are classified differently according to genre and subject. It was determined that all of the books examined included the leading names of their own literature. Kyrgyz writer Cengiz Aytmatov from the Turkic world is included in Azerbaijani 10th and 11th grade literature textbooks. 10th and 11th grade Kazakh literature textbooks include Kyrgyz writer Cengiz Aitmatov from the Turkic world and American writer Ernest Miller Heminway from world literature. Kyrgyz Literature textbooks include Kazakh writer Muhtar Avezov from the Turkish world and Ernest Hemingway from the Western Classics. Cengiz Aytmatov from the Turkic World is included in the 10th and 11th grade Uzbekistan Literature textbooks. From world literature, Miguel de Cervantes Saavedra, Alexander Pushkin, Erich Maria Remarque, Mikhail Bulgakov, John Golsuorsi, André Maurois, Ray Bradbury, Gabriel Garcia Marquez, Najib Mahfuz, Johan Borgen, Paulo Coelho are included. In

the literature textbooks of Azerbaijan, Kazakhstan and Uzbekistan, Genghis Aitmatov from the Turkic world is included; in the Kyrgyz literature textbook, Mukhtar Avezov is included. In Kazakhstan and Kyrgyzstan, Ernest Hemingway from world literature was included. It was observed that Uzbekistan's literature textbooks included world literature the most among the books reviewed. This is important in terms of students at the secondary education level encountering more works from world literature. In the distribution according to text types, five different types of texts were included in Azerbaijan, four in Kazakhstan, eight in Kyrgyzstan and Uzbekistan. In Azerbaijan and Kazakhstan, poetry and texts developing around the events are given, but informative texts are not included. In Kyrgyzstan and Uzbekistan, on the other hand, various examples of poetry, event-based and informative text types were given. This situation is important for students to encounter different types of texts at secondary education level.

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