



STUDENT PERSPECTIVE AND PREDILECTION IN EXPRESSION OF INSTRUCTION PHILOSOPHY

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ABSTRACT

Issue explanation: Due to its intricate nature, the educating of philosophy represents a ton of issues. It includes everything from day by day life to customs, or from methods of showing amiability to significant events or extraordinary days in a general public. In this manner, "what of philosophy" and how it will be instructed still up in the air cautiously through critical examination particularly for the "growing circle nations" since in these nations there is no immediate contact with local speakers. Educational program planners and language instructors need to settle on various decisions as respects the choice of social classes to educate and what strategies to use in the instructing of these social components. Reason for the examination: The current investigation targets discovering Turkish learners' inclinations as far as instruction and instructing of philosophy to reveal insight into the act of language educating in an EFL setting. Strategy: A poll was utilized in the investigation. It was managed to 92 members. Discoveries and results: The discoveries propose that Turkish learners' mindfulness should be brought up as far as the significance of the objective philosophy. Turkish students see target philosophy instruction as including both huge "C", which can generally be characterized as qualities relating to the objective local area, and lower case "c" philosophy, which is identified with rehearses. Another significant finding of the examination is that understudies in Turkish setting don't see instruction society fundamental for successful correspondence.

KEYWORDS: - Philosophy, philosophy instructing, student inclination.

INTRODUCTION

Most of the conversation on the spot of philosophy in EFL has problematized whether to fuse philosophy into the language instructing measure. Ongoing perspectives have explained that language and philosophy are to be sure indistinguishable. As a worldwide language, English has spread all around the world and made a great deal of assortments. In

like manner, profiles of English clients and students are evolving. To sort them, one can allude to Kachru's expression: Inner Circle Countries, Outer Circle Countries, and Expanding Circle Countries. Philosophy is by all accounts the most pertinent, basically on account of prompt language needs, in the Inner and Outer Circle Countries because of the way that in these nations English is utilized in day by day exchanges either as first or second language. Along these lines, social components accept importance in



Inner Circle and Outer Circle nations. Educating and instruction an unknown dialect in the growing circle means that necessities of language students are unique. Along these lines, in the Expanding Circle Countries, experts should be moderately more particular in the instructing of philosophy. The connection among language and philosophy has been concentrated in different examinations in Turkish settings. Önalın, for instance, zeroed in on Turkish teachers" sees on educating society. Bada and Genç analyzed viability of a different philosophy course and tracked down that a different seminar on track philosophy raises learners" inspiration and mindfulness. Ünver offers a program for international students in ERASMUS programs. Another significant point is that because of the spread of English around the world, there are currently suppositions that American or British societies may presently don't be the important societies by virtue of the way that there are an excessive number of assortments and clients of the English language. To decrease the intricacy and decide how much philosophy is required and how it is to be dealt with in L2 classes, considers should be led. The current examination was attempted to explore Turkish students' perspectives, mentalities, and inclinations on the instruction of target philosophy so as to uncover how they approach the issue and all the more critically to help educational program fashioners and language instructors in their practices. Meaning of Philosophy It isn't not difficult to characterize philosophy. For some it is identified with general information and for other people, it is identified with lifestyles. At the point when we concede to the last definition, we are confronted with an entire bundle of decisions that reach from classes like occasions to the banner of the objective nation or from food to unique events. Thus, language educators and organizers are unavoidably confronted with the issue of choice of the social components that are generally relevant for their instructing settings. For other people, workmanship, writing, customs and regular daily existences of a particular gathering

structure the way of life. These are, nonetheless, signs of the certain philosophy. There are likewise values, convictions, standards, and mentalities. The new Encyclopedia Britannica"s definition might be a functioning definition. It peruses as follows: "conduct impossible to miss to Homo sapiens, along with material articles utilized as a fundamental piece of this conduct; explicitly philosophy comprises of language, thoughts, convictions, customs, codes, foundations, devices, methods, show-stoppers, custom, services, etc". This complete definition covers a large portion of the parts of philosophy. With regards to the connection among language and philosophy, numerous specialists appear to show the nearby connection between them. Brown, for instance, expresses that "a language is important for a philosophy, and a philosophy is a piece of language; the two are unpredictably entwined so one can't separate the two without losing the meaning of one or the other philosophy or language". Byram points out that "the language holds the way of life through significations and undertones of its semantics". With everything taken into account, the connection among language and philosophy is tight to the point that it is practically difficult to think one as autonomous of the other. In this way, the educating of any language unavoidably includes the instructing of philosophy, either unequivocally or certainly.

METHODS

Information for the examination were gathered through a survey that was administrated to preliminary level understudies selected at Baškent University. Five classes were chosen arbitrarily. The application stage went flawlessly in light of the fact that the survey was steered before use.

Information Collection Tool and Participants

The survey comprises of three sections. In the initial segment, socioeconomics and questions with respect



to some conceivable intercultural encounters of the subjects are looked for. The subsequent part contains individual inclinations corresponding to the instructing and instruction of philosophy. At long last, the last part targets gathering information on the components of philosophy in which students would be intrigued and how they might want to be shown these components. The outcomes are examined with the assistance of SPSS 16.0. The survey was regulated on 92 Turkish students at University Preparatory classes. The classes were chosen haphazardly.

DISCUSSION

This examination is an expressive report as respects Turkish learners' convictions, perspectives, and inclinations about the instruction and instructing of target philosophy. The outcomes have been recorded thing by thing above. In the light of the discoveries, it is feasible to say that Turkish students see "English Philosophy" as the significant philosophy to consider. Another point that merits consideration is that Turkish students don't appear to be persuaded to learn philosophy. Most importantly, they should be inspired to get familiar with the objective philosophy. There are a great deal of exercises and approaches to show the objective philosophy. They can be applied during the time spent showing the objective philosophy.

It was referenced over that the examination would likewise zero in on Moran's social classes: people, items, practices, networks, and points of view. The outcomes can be classified under these headings. For people the things that looked for whether students would like to chip away at various gatherings inside the objective local area discovered the Turkish students are really anxious to become acquainted with the how people live in their day by day lives. As respects items, we can say that students consider them significant too in light of the fact that they expressed that they might want to gain proficiency

with the writing relating to English. With regards to rehearses, the discoveries demonstrate that rehearses likewise involve a significant spot in the perspectives on students. Points of view didn't end up being a material thing for the current investigation by virtue of the way that it is identified with the overall point of the paper. At last, networks were likewise preferred by Turkish students high.

CONCLUSION

In this examination, the primary point has been to get a general comprehension of how Turkish students see the instruction of the objective philosophy. To this end, learners' past encounters, their convictions and mentalities as respects certain issues about the instruction of philosophy lastly their inclinations about what social themes they might want to deal with were researched. The consequences of the examination uncovered various significant focuses on how Turkish language students see the instruction of the objective philosophy. It should be noticed that Turkish learners' mindfulness should be brought up with respect to the instruction of the objective philosophy. So, this examination was critical in that it discovered various significant focuses that can be reevaluated in educational plan for the future language instructing rehearses.

The connection between culture learning and inspiration is a significant one. Since the current investigation endeavored to get a general picture, the connection among inspiration and the learning of the objective was additionally another space of revenue. Notwithstanding, it couldn't be concentrated completely because of the explanation that the reason for the paper was to explore the issue of culture according to a more extensive point of view. In another examination this can be contemplated. Another idea may be to rethink the social points given in the last piece of the survey. What's more, as respects the arrangement there are various



classifications. The ones chose for the current investigation were re-composed by the specialist. In another examination, they might be chosen from longer or more itemized ones. As was expressed at the beginning, since culture is too expansive a build it isn't not difficult to deal with it in one single examination. Accordingly, more exploration is expected to distinguish explicit focuses with respect to the instructing of target culture in Turkey.

This examination zeroed in on the learning and instructing of culture as far as student mentalities and inclinations. As a basic component of language, culture should likewise be concentrated as far as different factors like for instance materials and course books. Subsequently, concentrates into materials and course books comparable to their social burden are required to overcome any issues and enhance the act of target culture instructing in Turkey.

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