Theoretical and methodological foundations of teaching literature in the framework of new humanitarian knowledge in higher educational institutions: Web of science database

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Abstract

Wars between countries, technological developments and acculturation affect every field, as well as the field of education. The social crisis and moral corruption produced by the modern world have led families and educators to think, work and produce projects on the necessity of human values and education. Language, which is one of the human values and one of the ways of maintaining the existence of a nation and transferring its culture, is very important. In this context, it is seen that the emphasis on values is increasing day by day. The education level where the need for restructuring is felt the most is higher education. It is important that training given in higher education institutions is given within the framework of human value perceptions and the training of employees of the future profession group. In this context, it is very important to associate language and human values with literature teaching. In this study, studies on the theoretical and methodological foundations of literature teaching in the framework of new human knowledge in higher education institutions were examined. In this context, the aim of the study is to examine the theoretical and methodological foundations of literature teaching within the framework of new human knowledge in higher education institutions and the related documents scanned in the Web of Science database, thematically and methodologically. The study was designed by adopting a case study from the qualitative research models. A sample was not determined for the studies to be included in the research and the entire universe was reached. In this context, all documents in the Web of Science database were accessed through the library system of the university. In the document search, the keywords 'higher educational' and 'theoretical and methodological' were searched in all fields and studies were found by searching for the keyword 'teaching literature' in the title. All studies were analysed by year, document type, Web of Science category, research area, country and publication language. The findings obtained from the research were explained in detail with the content analysis method. In the research findings, 78 documents were reached. The findings obtained as a result of the research are given in detail in the findings and results section.

Keywords: Human values, literature teaching, methodological and theoretical structure, Learning, University, Web of Science

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1. Introduction

There are various factors that control and influence people's perceptions, attitudes and behaviours. One of these elements is the values that a person has. The concept of value, which was first introduced to social sciences by Znaniecki (1918), is derived from the root word 'valere', meaning 'to be valuable' or 'to be strong' in Latin (Hensoldt, 2020). Values serve as a guide to one's behaviour, and enable individuals to guide their behaviour towards others and their own behaviour. Values are generalised behavioural principles formed by the strong emotional commitment of individuals who are part of the society (Akhmetshina et al., 2016; Kaur & Panju, 2012; Sari, 2005). Values help people evaluate events and behaviours (Elbir & Bagci, 2013). In line with the values they have, individuals prefer their own behaviour over others (Caliskur, 2010). Values constitute the essence of the rules that direct the relationship of man with man, man with objects, and man with society as a whole (Ulusoy & Arslan, 2014, p. 2).

It is emphasised that raising individuals who have adopted basic human values are the main missions of the family, society and schools (Eksi, 2003). For this reason, it is stated that the responsibility for the success of the approach lies not only in schools but also in the whole society (Akbas, 2008). Education and training coexist with human beings. The purpose of education and training is to raise human beings to be useful individuals who are compatible with nature and the society in which they live. The development of a society comes from the abundance of educated people. For this reason, education is the most important element for all societies until now. The ongoing debate regarding certification of 'highly qualified' teachers in the United States focuses on subject knowledge (US Department of Education, 2003, 2006). Critics are very concerned about this one-sided approach (Liston et al., 2008; Smith & Gorard, 2007).

It has been determined by the studies that there are seven qualifications for teachers to be good character educators. The competencies are as follows (Demirel, 2009): teachers should set an example of good character and character building; teachers should make the character development of their students a professional responsibility and priority; teachers should be able to talk to their students about the rights and wrongs in life; teachers should be able to clearly define their own positions on various ethical issues, but they should not impose his own views and thoughts on the students; teachers should help children to understand the lives of others and enable them to leave their own world and enter the world of others. Recent studies have mainly focused on the relationship between

teacher competency and students' success, the extent to which analysis competency directly predicts students' success. Regarding the processes between these characteristics, the quality of teaching has received increasing attention. As a variable mediating the relationship between teachers' competencies and student achievements (Baumert et al., 2010; Brennan, 2011; Kersting et al., 2012; Tepe et al., 2005), teachers should be able to create a positive value system in their classrooms, an environment where there are high ethical standards and where everyone respects each other. Teachers must be able to provide activities in school and in the community that will give students the experience and practice of behaving altruistically and ethically. Transferring social values and attitudes to younger generations in the school environment necessitates values education in classrooms and schools with regular and systematic activities (Craig, 2009; Fayolle et al., 2016; Nucci, 2001; Schlesinger & Jentsch, 2016). Parallel to this, in the content analysis of studies containing the keyword of values education, it is seen that the second place is the number of studies (21.24%) which shows the effect of different education and activities applied in schools on values education.

11 principles have been determined for effective character education and these principles are listed as follows: it develops the ethical values that form the basis of good character; defines the concept of character' comprehensively, including thought, emotion and behaviour; it uses a comprehensive, deliberate, progressive and effective approach towards character development; it creates a humane school community; it provides students with opportunities for moral action; it includes a meaningful and challenging academic programme that respects all learners, builds their character and helps them succeed; it tries to increase the internal motivation of the students; school staff are committed to a learning moral community that shares responsibility in character education and strives to uphold the same core values that will guide students' education; it enhances the shared moral leadership and long-term support of the character education initiative; it recruits families and community members as partners in character building efforts; it evaluates the character of the school, the function of school personnel as character educators and the extent to which students display good character (Afifah et al., 2021; Demirel, 2009; Kebritchi et al., 2017; Kesgin, 2015; Wahono, 2018).

In this context, since language was used at the beginning of civilisation, it is the key to all other knowledge, being human, living as a human and serving as a human being; its place in human-oriented education and training. Language without literature is a heap of material. If this material is turned into a literary text by an artist, it gains a meaning and value. According to Dilthey, literary works reflect the change that has occurred in the historical social world and they witness this change (Pater et al., 1991;

Trapp, 2017). This testimony is not only limited to what is happening in social life, but also includes inner life. Literature also exhibits the spiritual life of man and the laws of life. This can be seen most clearly in the relationship between the poet's poems and his personal life. Literature tends towards the purpose of witnessing human existence, which cannot be the subject of any science or discipline, thus ensuring that it reaches existence. Whether he is talking about insects or the sky, his main subject is human existence. A literary product bears witness to an era, a period, a life. For this purpose, it is important to examine the studies on the theoretical and methodological foundations of literature teaching in the framework of new human knowledge in higher education institutions.

1.1. Purpose and importance of the research

In this research, the keywords 'higher educational' and 'Theoretical and methodological' were searched in all fields in the Web of Science database document search for the distribution of studies on the theoretical and methodological foundations of new humanistic approaches in literature teaching at the university. All the studies were found by searching for the keyword 'teaching literature' in the title. All articles in the Web of Science database were analysed in this study. All studies were analysed by year, document type, Web of Science category, country and publication language. The findings obtained from the research are explained in detail with the content analysis method. In the research findings, 78 documents were reached.

1.2. Limitations

• This research is limited to documents selected and reviewed in the Web of Science database.

• Content analysis of documents is limited to the six themes mentioned earlier.

2. Method

In this study, document review and content analysis from the qualitative research method were used. The main process in content analysis is to compile similar data within the framework of determined concepts and themes and to interpret institutions in a way that readers can understand. Basically, content analysis is a scientific concept that enables the systematic analysis of written, oral and other sources. Content analysis takes place within a scientific framework that provides the systematic analysis of oral, written and other research sources (Kuloglu, 2019).

2.1. Data collection and analysis

Research on the theoretical and methodological foundations of literature teaching in higher education institutions and university education institutions within the framework of new human knowledge has been examined. In this context, 'higher educational' and 'theoretical and methodological' were searched in all fields in the Web of Science database document search for the distribution of studies on the theoretical and methodological foundations of new humanistic approaches in literature teaching at the university, and the studies were found by searching for the keyword 'teaching literature' in the title. Between 2010 and 2021, the database and the search keywords were searched using the keyword 'teaching literature', and as a result of the search, 78 documents were found. It is shown in Figure 1. Documents accessed from the Web of Science database were analysed and integrated with each other. In addition, the data were analysed through content analysis.
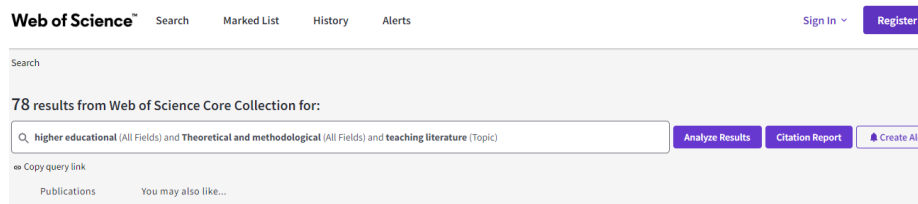

Figure 1. Documents accessed using the keywords 'learning and teaching', 'computer' and 'university students' in the Web of Science database

3. Findings

3.1. Findings of the documents by year

In the research, 78 studies were accessed by browsing the Web of Science database by using the keywords 'higher educational', 'theoretical and methodological' and 'teaching literature'. The distribution of data of the 78 studies by year is given in Table 1.

Table 1. Distribution of the documents by year

Years	Frequency
2021	13
2020	12

2019	15
2018	12
2017	11
2016	4
2015	4
2014	5
2012	1
2010	1

When the findings of the studies on the structure of human values in the field of literature at universities are examined by year, it can be determined that most of the studies were carried out in 2019 and 2021. The first study was carried out in 2010. It is seen that no studies were conducted in 2013 and 2011.

3.2. Findings of the documents by document type

Table 2. Distribution of the documents by document type

Document type	*f*
Article	56
Proceedings paper	17
Review articles	5
Early access	3
Book chapter	1

When the studies on the theoretical and methodological foundations of literature teaching in higher education institutions within the framework of new human knowledge are examined, we can see that there are articles (56), papers (17), review articles (5), early access (3) and book chapter (1) in the Web of Science database.

3.3. Findings of the documents by Web of Science categories

Table 3. Distribution of the documents by Web of Science categories

Web of Science categories	*f*
Education Educational Research	47
Education Scientific Disciplines	8
Language Linguistics	6
Multidisciplinary Sciences	6
Social Sciences Interdisciplinary	6
Psychology Educational	4
Humanities Multidisciplinary	3
Business	2
Economics	2
Geography	2
Healthcare Sciences Services	2
Sport Sciences	2
Agriculture Multidisciplinary	1
Computer Science Interdisciplinary Applications	1
Development Studies	1
Engineering Environmental	1
Engineering Multidisciplinary	1

Environmental Sciences	1
Hospitality Leisure Sport Tourism	1
Linguistics	1
Nursing	1
Physics Multidisciplinary	1
Social Sciences	1

When we look at the distribution of studies on the theoretical and methodological foundations of literature teaching in the framework of new human knowledge in literature education in university institutions, which are among the studies included in the Web of Science index, we can see that the most studies are in the field of Education Educational Research (47), followed by the fields of Education Scientific Disciplines (8), Language Linguistics (6), Multidisciplinary Sciences (6) and Social Sciences Interdisciplinary (6). Among these fields, it is seen that Social Sciences (1), Physics Multidisciplinary (1), Nursing (1), Linguistics (1), Hospitality Leisure Sport Tourism (1) and Environmental Sciences (1) were the least fields of study.

3.4. Findings of the documents by research area

Table 4. Documents by research area

Research area	*f*
Education Educational Research	51
Linguistics	7
Social Sciences Other Topics	7
Science Technology Other Topics	6
Psychology	4
Arts Humanities Other Topics	3
Business Economics	3

Engineering	2
Geography	2
Health Care Sciences Services	2
Sport Sciences	2
Agriculture	1
Computer Science	1
Development Studies	1
Physics	1
Social Sciences	1

The Web of Science database showed Education Educational Research (51), Linguistics (7) and Social Sciences Other Topics (7) as the most studied areas. Agriculture (1), Computer Science (1), Development Studies (1), Physics (1) and Social Sciences (1) were the least research areas.

3.5. Findings of the documents by country

Table 5. Documents by country

Countries/regions	f
Russia	30
Brazil	11
Spain	8
Ukraine	7
Canada	5
USA	4
Italy	3
Kazakhstan	3

South Africa	3
Australia	2
England	2
Finland	2
Latvia	2
Poland	2
Chile	1
Ecuador	1
Ireland	1
New Zealand	1
People's R China	1
Serbia	1
Sweden	1

Considering the distribution of studies on the themes scanned in the Web of Science database by country, it is seen that the country with the most studies is Russia (30), followed by Brazil (11), Spain (8), Ukraine (7), Canada (5) and USA (4).

3.6. Findings of the documents by language

Table 6. Documents by language

Languages	f
English	44
Russian	18
Portuguese	10

Spanish	3
German	1
Latin	1
Latvian	1

When the written languages of the studies scanned in the Web of Science database are examined, it is seen that almost all of the studies were written in English (44). It was observed that 18 documents were written in Russian, 10 in Portuguese, 3 in Spanish and 1 each in German, Latin and Latvian.

4. Discussion and conclusion

In this research, it is aimed to examine in detail the studies on the theoretical and methodological foundations of the perception of human values that developed after the Karahan period, within the framework of knowledge of literature teaching at universities.

When the findings of the studies on the structure of human values in the field of literature at universities were looked at by year, it was determined that the most studies were conducted in 2019 and 2021. In today's time, it can be concluded that the most studies are conducted and the importance of the theoretical and methodological fields in literature teaching has increased. It is seen that the first study was carried out in 2010. No studies were conducted in 2013 and 2011. It can be said that the achievements of the perception of human values in literature teaching in university institutions in this field, the first study of which was conducted in 2010, are too late.

When we examined the studies on the theoretical and methodological foundations of literature teaching in higher education institutions within the framework of new human knowledge, we can see that there are articles (56), papers (17), review articles (5), early access (3) and book chapter (1) in the Web of Science database. The result of this finding may be that further studies should be conducted in other fields. It is noteworthy that there is only one book about the theoretical and methodological structure of teaching as new approaches.

When we look at the distribution of studies on the theoretical and methodological foundations of literature teaching within the framework of new human knowledge in literature education in university institutions, which are among the studies included in the Web of Science index, it can be

concluded that most of them have been carried out in the field of Education Educational Research (47), followed by the fields of Educational Scientific Disciplines (8), Linguistics (6), Multidisciplinary Sciences (6) and Interdisciplinary Social Sciences (6). Among these fields, Social Sciences (1), Physics Multidisciplinary (1), Nursing (1), Linguistics (1), Hospitality and Leisure Sports Tourism (1) and Environmental Sciences (1) are the least studied fields. Studies in different fields can be encouraged. When the distribution of postgraduate studies according to the departments are examined, the highest number of studies was carried out in the primary education department with 24.78%, followed by theology, educational administration and supervision, philosophy, language and literature (Kapkin et al., 2018).

The Web of Science database showed Education Educational Research (51), Linguistics (7) and Social Sciences Other Topics (7) as the most studied areas. Agriculture (1), Computer Science (1), Development Studies (1), Physics (1) and Social Sciences (1) were the least research areas.

When the distribution of studies on the countries scanned in the Web of Science database is analysed by country, it can be seen that the country with the highest number of studies is Russia (30), followed by Brazil (11), Spain (8), Ukraine (7), Canada (5) and USA (4). The results obtained from this finding are directly proportional to the research areas. The number of countries that work on human values in the field of literature is quite low.

When the written languages of the studies scanned in the Web of Science database were examined, it can be seen that almost all of the studies are written in English (44). It was observed that 18 documents were written in Russian, 10 in Portuguese, 3 in Spanish and 1 each in German, Latin and Latvian. From the results obtained from this research, it can be suggested that countries that work on the human values approach in literature teaching should also conduct studies in their own languages. In this way, the studies will reach a broader audience.

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