Suggestions for Problems Faced in Basic Language Skills by University Students Learning Turkish in Kazakhstan

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Abstract

This study reveals suggestions of Kazakh students for solving the problems in learning Turkish as a foreign language in the Turkish language skills in universities in Kazakhstan. The research has been prepared in order to assist in the search for solutions to the problems by way of these suggestions. The study group of this work consists of 25 males and 15 females who studied Turkish in 2016–2017 at Suleyman Demirel University in Kazakhstan. The research consists of four chapters on the Turkish language skills, including seven suggestion sentences list in each chapter. A total of 28 Likert-type questionnaires were used, as well as semi-open questions, in which students can express their suggestions for solving problems in language skills in written form. To carry quantitative data analysis obtained from Likert-type questionnaires both descriptive and inferential statistical methods were used. In particular, frequency analysis and t-test were used. Qualitative data analysis techniques were used to study the semi-open questions. As a result of the research, when the ratios of the proposals for the solution of the problems that the participants faced in basic Turkish language skills are examined, the following results arise. In reading-comprehension, 75 % of the students said, "Interesting materials should be used in lessons", "Teachers should help students when they are difficult" was chosen with a rate of 77.5 % in speaking skills, "Listening activities should be selected from interesting topics" was chosen by 67.5 % of students about listening skills, with 67.5 % of the writing skills, "The students should be corrected and shown to themselves", and "Books of different types should be read frequently" are suggested with the highest values. Except for few items t-test shows the signifiacnt (p<0.05) results.

Keywords: teaching Turkish to Turkish natives, Kazakhstan, Problems in Teaching Turkish, Turkish Language Skills, Suggestions for Solutions.

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1. Introduction

Today, teaching Turkish as a foreign language has an important place in Turkish education. The foreign languages that people already have are making them more valuable. For this reason, states and individuals are very sensitive about foreign language teaching and learning. States and people who have realized that the greatest investment is human and human development have always been a few steps ahead and will continue to do so.

In the century we are in, the area where the Turkic people are spoken is getting bigger. With this expansion, there has also been an increase in the demand for people to learn Turkish (Ünlü, 2011). Turkish, which is a language that nations desire to learn, still maintains the language to be learned by foreigners (Biçer et al., 2014: 126). It is known that the Northern Ice Sea, the north of India, the inner parts of China, an area of about 12 million km² to cover the extreme points of Europe, 220 million people there speak Turkish (Akalın, 2009).

In order to meet the increasing demands for learning Turkish, a great deal of effort is being made by various institutions and organizations both at home and abroad. Previously, teaching Turkish to foreigners was done for the foreign students coming to Turkey but as the years go by these activities have started to shift abroad and Turkish, which is the carrier of Turkish history and Turkish culture, has now begun to be taught, especially in the Turkic Republics in the 1990s. According to Gücüyeter and Veyis (2013), teachimg Turkish to our compatriots' community, It constitutes a branch of teaching Turkish and this issue became even more important as it came to the present day. Especially, with the collapse of the USSR, Turkey began to contact with a lot of Turkish communities. It has a strategic importance for Turkey to show the necessary sensitivity in teaching Turkish people of these countries which have a lot in common in terms of values we have.

A large part of the activities carried out in the Turkic Republics in order to teach Turkish as a foreign language constitute educational activities carried out in Kazakhstan. Because Turkey and Kazakhstan are two tribal states with the same religious values, language, customs and traditions, with the same continental place (Nogayeva, 2007). Turkish teaching activities carried out in Kazakhstan today have reached very large groups of people. Through these activities, many compatriots have learned Turkish and continue to learn.

Among foreign and domestic institutions teaching Turkish to foreigners, there are cultural centers, Turkology centers, academies, associations, institutes, foundations, private schools and public schools, colleges, private courses, embassies and language teaching centers located in universities. While some of them are official, some operate as private enterprises (Dolunay, 2005). With the start of teaching a broad mass of Turkish language in the world, the issue of how to teach Turkish language more actively has become important. As a result, there has been a significant increase in applied studies in teaching Turkish as a foreign language (Yoğurtçu, 2009).

According to Demirel (1999: 31), the teaching of Turkish to Turkish compatriots; language teaching is carried out on the basis of the functional integrity of the four basic skills (listening, speaking, reading and writing). On the other hand, it would be appropriate to talk about the attitudes of understanding and speaking about the use of four basic language skills in language teaching. Comprehension is related to reading and listening skills and speaking and writing skills. Reading and writing activities are carried out through written language and listening and speaking activities are carried out through oral language. In the process of language teaching, while speaking skills are developed first after listening, the other side should endeavor to develop writing skills after reading skills (Chairman, 2006: 55-56).

For a long time, both domestic and abroad studies on teaching Turkish have brought up some problems. Various researches have been put forward on the subject and on the solution of these problems (Açık, 2008; Ahmetbeyoğlu, 2007; Alyılmaz, 2010; Arslan, Adem, 2010; Aydın, 1994a; Aydın, 1994b; Barın, 2004; Biçer et al., 2014; Büyükaslan, 2007; Canan, Karababa, 2009; Çotuksöken, 1983; Demir, Açık, 2011; Derman, 2010; Doğan, 1989; Dolunay, 2005; Emiroğlu, 2014; Er et al., 2012; Erdoğan, 2015; Göçer, 2009; İsmail, 2000; İşcan, 2011; Kara, 2011; Köse, 2004; Mavaşoğlu, Tüm, 2010; Öksüz, 2011; Özbal, 2012; Özyürek, 2009; Tosun, 2005; Turumbetova, 2013, Ünlü, 2011; Yağmur, 2006; Yılmaz, 2015; Yüce, 2005). The researches have helped to identify many different problems in teaching Turkish to foreigners. Determining these problems and revealing their solutions is a great way to teach Turkish. The fact that the steps taken in the name of solution of the problems encountered in teaching Turkish to the compatriots are faster and depend on the fact that the solutions are consistent and realistic. Students who are

facing problems in teaching Turkish with foreigners are students. In this respect, it is worth checking out the opinions and recommendations of the students for the solution of the problems. This study is important in terms of putting forward the opinions and suggestions of the students in the solution of the problems that arise in the Turkish language skills during the teaching Turkish in Kazakhstan.

1.1. Purpose and Scope of the Study

Kazakhstan is one of the countries where foreign language teaching is made with dedication. The determination of the steps to be taken in the name of solving the problems arising in the teaching of Turkish in Kazakhstan is very important for the teaching of Turkish in this region. The good intentions of the students and teachers are not enough to overcome problems. Some concrete steps should be taken in this regard. A plan, schedule and synthesis should be made for these steps to be dispatched. Foreigners need to investigate the reasons for the problems in teaching Turkish after the problems are identified. Reasons brought about in a healthy way bring with it certain responsibilities. In this respect, the problems are hardly detected by finding the sources of the problems. An important step is to identify the proposals that can be reached as a result of correct and consistent steps taken in the name of eliminating these factors that are the source of the problems. The purpose of the work is based on these suggestions. In the study, proposals were taken from the people who learned Turkish and the suggestions taken from them about the solution of the troubles they lived in Turkic language skills. The ratios of the proposals in terms of the obtained data were evaluated and the ideas put forward in the name of solution of the problems were presented.

In line with the aim of the study, the following questions were sought to be answered.

a. What are the proposals for the solution of the problems that Turkish learners have experienced in Turkish language skills?

b. In addition to the solutions suggested in the questionnaire, which suggestions can solve the problems?

2. Method

This section contains the method of study, the study group, the collection of data and analysis of data.

2.1. Research Method

Qualitative and quantitative methods have been utilized in order to determine and present the participants' thoughts in the research. These two research methods are being used together in social sciences and humanities, and this method is getting widespread day by day. This method which connects quantitative and qualitative researches is called mixed method (Tunalı et al., 2016: 107). In mixed-method research, researchers are expected to bring together both qualitative and quantitative methods, approaches, and concepts within one or more studies (Creswell, 2003, Tashakkori, Teddlie, 1998).

Student questionnaire was used to collect data in the study. According to Yıldırım (1999), quantitative research methods that are used most commonly in traditional sense in both science and social sciences; are shown in different patterns like experimental and comparative research, survey researches. The data obtained through the student questionnaire used for the formation of the research and for the collection of the data were analyzed using qualitative research techniques and content analysis techniques and quantitative research techniques using frequency analysis techniques. The survey also provided semi-structured questionnaires to make additions to the proposal.

As mentioned before, Likert scale type questionnare was used to conduct quantitative analysis. We used the follwing ranges: -2=strongly disagree, -1=disagree, 0=neutral, 1=agree, 2=strongly agree. To analyse the findings both descriptive and inferential statistical methods were used. In the interpretation, the statistical t-test is utilized.

2.2. Study group

The research was conducted with 40 students with A2 language level who studied Turkish at the Faculty of Engineering at Suleyman Demirel University in Kazakhstan in 2016–2017 academic years. The sample was made available for easy reachability in the study. Yıldırım and Şimşek

(2008) stated that the researcher chooses cases where this is the case of the situation and where the researcher can easily access. This method influences the speed of research in a positive way and increases its practicality. This method is more cost-effective than other methods. However, the results obtained in this sampling method are less generalized.

25 of the respondents are male and 15 are female students. In addition, 95 % of the participants are Kazakh students. The reason why students with level A2 as main in the research are preferred is because of the thought that the experience of two years of learning Turkish as a foreign language at university level in Kazakhstan and the suggestions they will express against the problems will reflect the reality more.

2.3. Collection of Data

A Likert-type questionnaire was prepared in order to obtain data in the research and to determine their own suggestions for solving the problems that Kazakh students encountered while learning Turkish. The questionnaires used in the research were prepared by examining the studies conducted in the field of teaching Turkish as a foreign language, taking the judgments reported and the suggestions in these studies and taking the opinions of teachers working in teaching Turkish. Kazakh translations have also been written beside the expressions in order to fully understand the Turkish expressions and suggestions. The questionnaire comes in four parts. While the data were collected, 7 suggestions were put under each skill to solve the problems experienced in Turkish language skills. In the 5-point Likert-type questionnaire in which a total of 28 suggestion statements were included, the options of *Strongly disagree, Disagree, Neutral, Agree, Strongly agree* were used. However, at the end of each chapter, there are also semi-open-ended questions that will enable the participants to write the proposals they want to add to the solution of the problems in the language skills. The solution proposed in the questionnaire led to the inclusion of semi-open-ended questions in the research that could not exactly reflect students' thoughts. It was stated that the identities of the students who want to participate in the research in the survey conducted on the basis of voluntarism are kept secret and it is stated that it is not obligatory to specify the name at the stage of completing the questionnaire. The questionnaire prepared in this way was electronically prepared and opened to the participation of the students.

2.4. Analysis of Data

In the analysis of the data obtained because of the research having a mixed method, the content analysis technique from the qualitative research data analysis techniques and the frequency analysis technique from the quantitative research techniques were used. Content analysis aims to provide the basically obtained data to explainable and related concepts. The process carried out on the basis of this analysis is to arrange and interpret similar data around certain concepts and themes and to interpret them in such a way that readers can understand them (Yıldırım & Şimşek, 2008: 227). Content analysis technique is a systematic and repeaFigure technique in which some words of a text are summarized with smaller content categories with the help of codes with certain rules (Büyüköztürk et al., 2012: 240).

The obtained data are given in tabular form. The frequency analyzes of the proposals were made while the Figures were being created. Frequency analysis is, in the simplest case, to reveal how often the quantities of the registers appear quantitatively. The units to be counted are expressed in the frequency type if the data to be analyzed is aimed at counting how often the message elements are seen. These operations help to understand the intensities and significance of certain items. In terms of frequency analysis, the obtained elements, concepts can be sorted according to importance and classified according to their frequency (Bilgin, 2006, Köhler, Stemmler, 1997, Lienert, Oeveste, 1985, Martinmäki, Rusko, 2008). The frequency and percentage distributions calculated by the Excel program are interpreted. Some encodings were made in the presentation of the data obtained by questionnaire in the form of Figures. These codes and their use are as follows:

K1, K2, K3, …: The coding used in the Figure refers to the students participating in the survey (the expressions for coding in Figures are from different students, but this is the order in which they are arranged).

A., B., C., D.: Used to indicate the order of the chapter headings that appear above the suggestion statements in the Figures.

The recommendations of the students for the problems encountered in the teaching of foreign language to foreigners were interpreted taking into consideration the frequency distributions and percentage ratios. Percentages were used for the purpose of understanding the importance of the proposals. At the bottom of each Figure in the study, students are presented with expressions expressing their thoughts on behalf of the solution of the problems experienced in Turkish language skills. In the process of submitting these statements, the spelling mistakes in students' statements have been corrected.
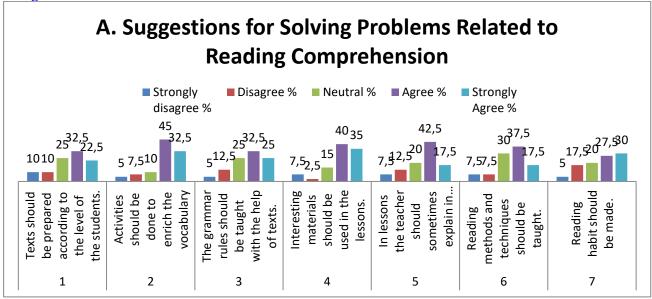
3. Results
The findings obtained in this part of the study were presented in the form of the individual suggestions of the participants and the ratios of participants' responses to the questionnaire.

3.1. Descriptive statistics and qualitative analysis
This section contains the percentage distributions of the answers that the Turkish learners give to the proposal on behalf of the solution of the problems. However, the data in the Figures have been made understandable by interpretation.

The frequency distributions of the answers given by the university students in Kazakhstan to the proposal for the solution of the problems they have experienced in reading comprehension skill in the basic language skills and their proposals for the solution of the problems are also presented in Figure 1.
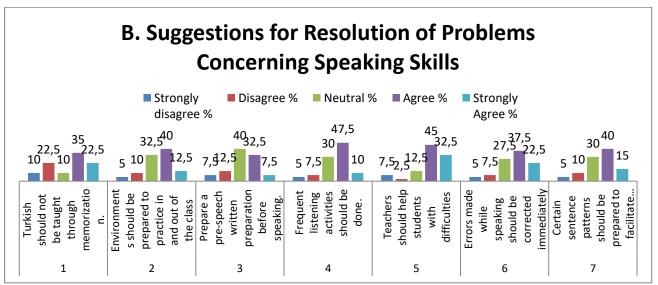

Fig. 1. Percentage Distributions of Proposals and Proposals for Resolving the Problems of the Learners Related to the Reading-Comprehension Ability of the Students

What are your other ideas for solving the problems you encounter in reading comprehension skills?

K1: In lessons, the teacher should sometimes describe in Russian or English. K2: More study is needed. K3: There is no suggestion in this regard.

When we look at Figure 1, which shows the data about the proposals of the students participating in the questionnaire for the solution of the problems they have experienced in reading and understanding the Turkish language, students have pointed out the phrase "Interesting materials should be used in the lessons" at the rate of 75 % for solving problems. Then they think that the applications included in the expressions "Teachers sometimes have to explain in Kazakh in the lessons" at a rate of 60 % "Activities to enrich the vocabulary should be done" can solve the problems of reading-comprehension with the responses of 72.5 % of the participants. The 55 % recommendation of "Reading methods and techniques should be taught" is the least accepted solution. In the last part of this section, it is possible to see further assessments of students in the solution of the problems of reading-comprehension.

The frequency distributions of the answers given to the proposal for the solution of the problems related to speaking skills included in the basic language skills of the participants of the survey and their proposals for the solution of the problems are also presented in Figure 2.
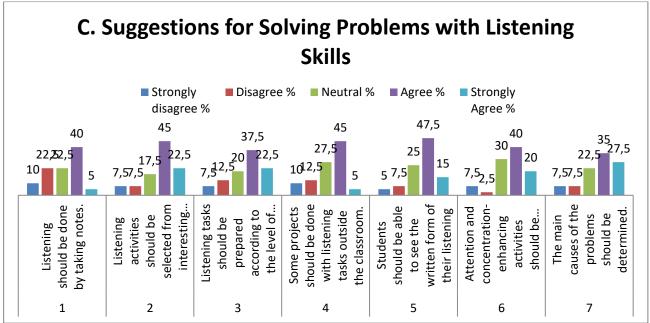

Fig. 2. Percentage Distributions of Proposals and Suggestions for Resolving the Problems Encountered Related to Speaking Ability of Students

What are your other ideas for solving the problems you face in speaking skills?
K1: We need to practice more in this regard. K2: The teacher should speak slowly and ask questions slowly. K3: I need to watch more Turkish serials/soap operas. K4: There are no suggestions. K5: Students should not behave as if they know how to speak Turkish. K6: There is no idea in this regard.

The above tablature, in which the participants' suggestions for solutions to the problems they have experienced in speaking Turkish, was presented with the statement "Teachers should help students with difficulties" with a maximum of 77.5 % in the name of solving problems. Then they think that the applications included in the expressions "Errors made while talking should be corrected immediately" with the ratio of 60 % and "Listening activities should be done frequently" and "Turkish should not be taught through memorization" with the ratio of 57.5 % should solve the problems in speaking skills. The suggestion of "Prepare a pre-speech written preparation before speaking", which is about 40 % in this section, has been the least accepted solution. In the last part of Figure 2, there are additional assessments that students have made in solving problems experienced in speaking skills. When compared to other segments, this was the section where students offered the most additional suggestions. It is thought that students are having difficulty in speaking the most in basic Turkish language skills.

The frequency distributions of the answers given by the participants to the proposal for the solution of the problems they have with the listening skills in the basic language skills and their own suggestions for solving the problems are presented in Figure 3.
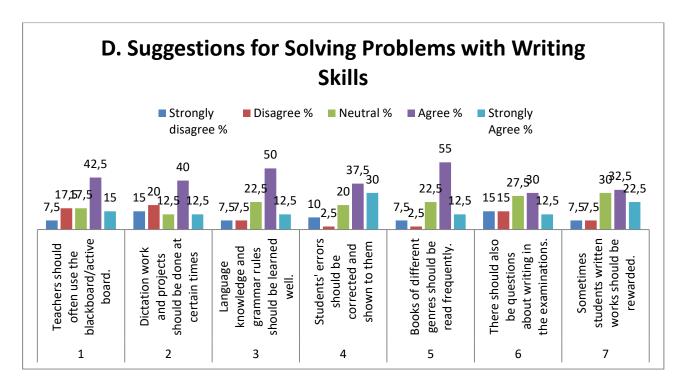
Fig. 3. Percentage Distributions of Proposals and Suggestions for Resolving the Problems of the Learners Related to Listening Skills

What are your other ideas for solving the problems you encounter in your listening ability?

K1: You need to listen a lot. K2: Those who want to learn more should be taught. K3: No idea.

When we look at Figure 3 which shows the data about the proposals for solution of the problems of university students who are learning Turkish as a foreign language, the students have pointed out the phrase "Listening activities should be selected from interesting topics" at the rate of 67.5% for the solution of the problems. Later on, participants stated that "Students should be able to see the written form of what they listen to" and "The main causes of the problems should be determined" with 62.5%, 60% of the respondents think that the applications " Listening tasks should be prepared according to the level of the students " and "Attention and concentration-enhancing activities should be undertaken" should solve the problems of listening ability. The recommendation of "Listening should be done by taking notes", which is about 45 % of this section, is the least accepted solution. At the end of Figure 3, the participants also include recommendations for this section.

The frequency distributions of the answers given by the students to the proposal to solve the problems related to the writing skills in the basic language skills and their suggestions for the solution of the problems are presented in Figure 4.

Figure 4. Percentage Distributions of Proposals and Suggestions for Resolving the Problems Faced Related to the Writing Skills of the Students

What are your other ideas for solving your problems in writing skills?
K1: I need to do dictation work. K2: I do not know. K3: Teachers need to communicate with students according to their language level and keep it simple.

When we look at Figure 4, which shows the data about the proposals for solving the problems of the students who participated in the questionnaire on the Turkish writing ability, the students pointed out the statements of "Students' errors should be corrected and shown to them" and "The books of the different genres should be read frequently" with the rate of 67.5 % for the solution of the problems. Later on, the participants thought that the "Language knowledge and grammar rules should be learned well" with the ratio of 62.5 % and the applications which expresses "Teachers should use the board often" with 57.5 % would solve the problem of writing ability. In the 42.5 % of this section, the question "There should be questions about writing in the examinations" is the least accepted solution. In the last part of the above Figure, it is also possible to see the sentences containing their own ideas for solving the problems experienced in the participants' listening ability.

3.2. Inferential statistics
In this subsection we interpret the findings using one-tailed, one-sample statistical t-test. All calculations are found using Ms Excel. Recall that in Likert scale we used the follwing ranges: -2=strongly disagree, -1=disagree, 0=neutral, 1=agree, 2=strongly agree. We study statistical hypotheis test. In all of the analysis, our standing null hypothesis H_0 will be that population (test statistic) **mean** of 40 realizations (40 student answers) is 0 (neutral). On the other hand, since all of the means are nonnegative, we set our alternative hypothesis H_1 to be that the population mean for each item is positive (affirmative). To test an alternative hypothesis againsst the null hypothesis we use one-tailed one-sample t-test. In the following Tables 1-4, we provide statistical hypothesis test results, namely, sample mean, sample standard deviation, t-values, and p-values. The values on the tables are self-explanatory and as such we only brief few points.

Table 1. Percentage Distributions of Proposals and Proposals for Resolving the Problems of the Learners Related to the Reading-Comprehension Ability of the Students

Item No.	Item	Mean	St. Dev.	t-values	p-values
1	Texts should be prepared according to the level of the students.	0.475	1.24009	2.42254	0.01008
2	Activities should be done to enrich the vocabulary	0.925	1.09515	5.34192	2.1E-06
3	The grammar rules should be taught with the help of texts.	0.6	1.15025	3.29905	0.00104
4	Interesting materials should be used in the lessons.	0.925	1.14102	5.12719	4.2E-06
5	In lessons the teacher should sometimes explain in Kazakh.	0.5	1.1547	2.73861	0.00463
6	Reading methods and techniques should be taught.	0.5	1.1094	2.85044	0.00347
7	Reading habit should be made.	0.6	1.23621	3.06966	0.00195

From Table 1, we see that students seem to agree with all of the assertions and results are significant. In fact, except for the first item, all of the above results are very significant ($p < 0.01$).

Table 2. Percentage Distributions of Proposals and Suggestions for Resolving the Problems Encountered Related to Speaking Ability of Students

Item No.	Item	Mean	St. Dev.	t-values	p-values
1	Turkish should not be taught through memorization.	0.375	1.33373	1.77825	0.04158
2	Environments should be prepared to practice in and out of the class	0.45	1.01147	2.81377	0.00382
3	Prepare a pre-speech written preparation before speaking.	0.2	1.01779	1.2428	0.11068
4	Frequent listening activities should be done.	0.5	0.96077	3.2914	0.00106
5	Teachers should help students with difficulties	0.925	1.11832	5.23125	3E-06
6	Errors made while speaking should be corrected immediately	0.65	1.07537	3.82285	0.00023
7	Certain sentence patterns should be prepared to facilitate the conversation.	0.5	1.03775	3.04725	0.00207

In the Table 2, we note that null hypothesis is rejected except for the item "Prepare a pre-speech written preparation before speaking". The rest are very significant ($p < 0.01$) except the first one which is only significant ($0.01 < p < 0.5$).

Table 3. Percentage Distributions of Proposals and Suggestions for Resolving the Problems of the Learners Related to Listening Skills

Item No.	Item	Mean	St. Dev.	t-values	p-values
1	Listening should be done by taking notes.	0.075	1.11832	0.42416	0.33689
2	Listening activities should be selected from interesting topics.	0.675	1.14102	3.74146	0.00029
3	Listening tasks should be prepared according to the level of the students	0.55	1.19722	2.90549	0.00301
4	Some projects should be done with listening tasks outside the classroom.	0.225	1.07387	1.32513	0.09642
5	Students should be able to see the written form of their listening	0.6	1.00766	3.76588	0.00027
6	Attention and concentration-enhancing activities should be undertaken.	0.625	1.07864	3.66466	0.00037
7	The main causes of the problems should be determined.	0.675	1.18511	3.60226	0.00044

In Table 3, we cannot reject the null hypothesis for the assertions "Listening should be done by taking notes" and "Some projects should be done with listening tasks outside the classroom", that is we cannot conclude that students agree to take notes while listening and that some listening tasks should be done outside the classroom. The other items provide very significant cocnlusions ($p < 0.01$).

Table 4. Percentage Distributions of Proposals and Suggestions for Resolving the Problems Faced Related to the Writing Skills of the Students

Item No.	Item	Mean	St. Dev.	t-values	p-values
1	Teachers should often use the blackboard/active board.	0.4	1.17233	2.15794	0.01857
2	Dictation work and projects should be done at certain times	0.15	1.31168	0.72326	0.23692
3	Language knowledge and grammar rules should be learned well.	0.525	1.06187	3.12693	0.00167
4	Students' errors should be corrected and shown to them	0.75	1.21423	3.90652	0.00018
5	Books of different genres should be read frequently.	0.625	1.0048	3.93398	0.00017
6	There should also be questions about writing in the examinations.	0	1.26085	0	0.5
7	Sometimes students written works should be rewarded.	0.55	1.15359	3.01537	0.00225

As for the last Table 4, the items 2 and 6 are inconclusive and the rest are very significant ($p < 0.01$) except for the first which is only significant ($0.01 < p < 0.05$). As notes from the four

tables above, all of the sample means are nonnegative. However, non of them are greater than 1. So, at the best most of the items are agreed by the students, but there is no item which is strongly agreed.

4. Conclusion, Discussion and Suggestions

The authors tried to find out students' suggestions for solving the challenges encountered in imrpoving language skills at Suleyman Demirel University in Kazakhstan while they were learning Turkish. The students' questionnaire was prepared for this purpose and the data about the students' suggestions were obtained. The obtained data were collected under different headings according to the 4 basic language skills of Turkish. Proposals for language skills were presented on Figures along with their percentiles and were given within a system of findings of students' opinions with the help of codes.

As a result of the study, it is possible to mention some conclusions when the answers given by the participants to the proposal are subjected to a general evaluation. To summarize the findings we highlight the items from Likert scale questionnare that are agreed by students with high significant level ($p < 0.01$).

a. In Reading and Comprehension Skills:
Activities to enrich the vocabulary must be done.
The grammar rules should be taught with the help of texts.
Interesting materials should be used in the lessons.
In lessons the teacher should sometimes explain in Kazakh.
Reading methods and techniques should be taught.
Reading habit should be made.

b. Speaking Skills:
Environments should be prepared to practice in and out of the class
Frequent listening activities should be done.
Teachers should help students with difficulties
Errors made while speaking should be corrected immediately
Certain sentence patterns should be prepared to facilitate the conversation.

c. In Listening Skills:
Listening activities should be selected from interesting topics
Listening tasks should be prepared according to the level of the students
Students should be able to see the written form of their listening
Attention and concentration-enhancing activities should be undertaken.
The main causes of the problems should be determined.

d. In Writing Skills:
Language knowledge and grammar rules should be learned well.
Students' errors should be corrected and shown to them
Books of different genres should be read frequently.
Sometimes students written works should be rewarded.

It is also necessary to consider the following proposals, which include their own personal considerations, in addition to the suggestions that students have marked in the questionnaire applied.
• In lessons the teacher should sometimes also speak in Russian or English.
• More study is needed.
• It is necessary to practice more in the field of speaking skills.
• The teacher needs to speak slowly and ask questions slowly.
• Turkish serials/soap operas need to be watched more.
• Students should not behave as if they know how to speak Turkish.
• You need to listen a lot.
Those who want to learn more should be taught.

• Dictation work needs to be done.

• Teachers need to communicate with students according to their language level and keep it simple.

The ability of people to learn language and the desire they have are different. The situation is also the same for Turkish. The differences in the situation among the countries is related to the popularity of the country where the Turkish is taught stems from the distance-closeness situation of the language structures of the people in that country. The position of countries, culture, religion and so on are directly or indirectly influencing the learning of the foreign language of the people of that country (Arslan, Adem, 2010). For example; it can not be expected that the desires, problems and abilities of a Bosnian in order to learn the Turkish language of a Kazakhstan are the same. These differences need to identify some needs and meet those needs. Meeting the needs is also in close relation with knowing the feelings and thoughts of the interlocutors.

The method of cognitive learning is based on the principle that learners are consciously learning together with the rules, and instead of habits and conditioning, language learning is considered as a creative process, with the aim of developing four basic skills equally (Demirel, 1999: 47-48). As stated in this method of Demirel's definition, language skills need to be developed together. Because the skills complement each other. It should not be forgotten that suggestions for all skills are important when assessing students' recommendations.

The greatest challenge for Kazakh students in learning Turkish is thr expression of the same voices in Cyrillic and Latin alphabets in different letters (İsmail, 2000: 47). In this respect, teachers need to be more careful when teaching letters written differently but pronounced in the same way with letters written in the same way but pronounced differently.

Suggestions for students about reading skills include using interesting materials, expressions as need to make activities that enrich the vocabulary. For this, learners can take advantage of activities such as transforming words into groups of words or turning them into sentences from the point of view of learning what the language possesses (Songün, 1999: 21). Moreover, in the language teaching, it is necessary to teach the subjects from simple to complex, concrete to abstract (Demirel, 1999: 31). In order to solve the problems in the reading skills, the readers need to memorize the thoughts to be given in the texts they read, the concept of the ties in their texts, make a comparison with them and take the necessary parts in memory, just like the listeners do. The texts used for the development of reading skills will be considered to have reached this purpose (Adalı, 1982: 33).

According to the students, it is necessary to include listening activities frequently in the solution of problems in speaking skills. It is necessary to increase their emphasis on the words that come into play especially from the voices close to each other at the time of the oral expression activities (Songün, 1999: 26-27). Turkish should not be taught by memorization as it is highly marked in the proposals. The voices and structures that cause the problem between the target language and the students' mother tongue should be emphasized sensitively (Demirel, 1999: 34). With the help of interlocutor and dictation studies, the songs should be taught in this way and the words should be taught and written in such a way that the songs should be taught and understood by the students well (Demirel, 1999: 124). During the teaching of Turkic, voice and voice groups should be taught to students in all aspects by using the technique of simulation in the development of speaking skill and reading skills (Coşkun, 2006: 67).

In the name of solving the problems arising in speaking ability; the best foreign language teacher, the teacher who speaks the students the most (Demirel, 1999: 32). At the same time, in order to make classroom learning more permanent (Demirel, 1999: 83), as well as in the proposals from students, that students should not behave as if they know the Turkish language, that the selected examples should be from everyday life and that they can use the information they learn.

Of course, the problem of listening skill, which is one of the other language skills of Turkish, is undoubtedly due to the abundant amount of listening activity. For this reason, the use of language laboratories for students' use frequently provides great benefits in the teaching of Turkish language in terms of the ease of listening and exercising (Chairman, 2006: 87). When it is considered that the Listening activities should be selected from interesting topics, it is very important that the listening texts to be selected in this context are interesting and that the students are selected according to their levels. In general, listening is a passive situation. But in order for communication to be more healthy,

listeners need to be as responsible as they speak (Adalı, 1982: 31). For this reason, listeners should also include live information in order to keep the audience alive.

It is a fact that the writing of the Turkish is quite consistent, even though there are some differences between the pronunciation and writing of the Turkish (Demircan, 2005: 172). In this respect, students' errors should be corrected immediately, as is the most marked suggestion for solving the problems of students in writing skills. It is necessary for the students to correct mistakes, in particular to correct the mistakes made during the examinations and to correct these mistakes (Demircan, 2005: 104). Another recommendation for students' writing skills is that teachers frequently use the Figure. Demirel (1999: 140-141) used the following expressions in support of this suggestion: In the course of writing instruction, the teacher must make the following statements in order, specifying the words and patterns related to the subject, and making some statements about the subject. At the same time, the first paragraph should be written on the board with the contributions of the students, and with some questions the students should be able to think about the topic.

Teachers should also frequently apply the recommendation which is dictation studies, which are among student recommendations, should also be made in writing skills. Guided writing (dictation, dictated composition, etc.), controlled writing and free writing activities should be done taking into account the characteristics of the student group (Demirel, 1999: 143-144). Hengirmen (1990) describes the abstract voices learned through speech about dictation as bringing them into concrete form by writing; Öz (2011) described dictation as a way to check how well written words were spelled correctly. By having reading and writing skills, especially in contemporary societies; it is possible to meet basic learning needs, to keep learning, to adapt to contemporary social order, to be a functional member of the living community and to regulate living conditions (Belet, 2008).

It is necessary to prepare the plans, programs and materials to be prepared in order to provide quality in Turkish teaching activities to foreigners and to take into consideration the special situations of the countries and the individuals in the countries where the solutions will be implemented. Since the students are the people who know the troubles experienced while learning Turkish, they should be highly valued in their behaviors in order to solve the problems in Turkish language skills. The important thing is to know the point of view of students and their thoughts. Because Turkish teachers and other teachers should act on their level of comprehension rather than on their level of knowledge. In this respect, the thinking of the other party is a very important guide that will guide the level teachers. In Kazakhstan, the teachers who are teaching and teaching Turkish to foreigners need to do the activities of teaching Turkish without ignoring the suggestion put forward in the research. On the other hand, the situation of different groups of students should be analyzed and concrete steps should be taken in order to solve the problems. Proposals that are not applied remain only in the knowledge and do not make much sense.

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