

SOCIAL STUDIES TEACHER CANDIDATES' VIEWS ON THE USE OF HISTORICAL HEROES IN VALUES EDUCATION¹

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ABSTRACT

One of the most important events of the 21st century is values. There are a number of values that each society tries to develop in its own way. Values education is aimed at discovering and developing positive values of individuals and advancing according to their own potentials. Value education can be done in various ways. One of these, can be the modeling technique. Individuals usually model one or more people in their lives. They imitate or adopt the behavior of people they model. The people who are considered as models in this study are historical heroes. Historical heroes are people who are known for their activities. If value education is to create value for purpose, to raise individuals who make values that are created and accepted by all, it is important that historical heroes are used in values education as a model for people. The Social Studies Education is an important reference in terms of improving the value of the individual. The importance of social studies teacher candidates in value education can not be denied. The purpose of this study is to determine the opinions of prospective teachers on the use of historical heroes in value education. The study group consists of 15 people who are studying in the last grade of social studies education. A purposeful sampling method was used when the study group was determined. Phenomenological method was used in the research. 5 questions were asked by the researcher to collect the data and a semi-structured interview was conducted with the study group. Descriptive analysis was used in the analysis of the data. The stages of descriptive analysis; (2) Processing the data according to the thematic framework, (3) Defining the findings (4) Interpreting the findings. As a result of the analyses, history teachers' points of view on the usability of memoirs in educational process are interpreted under the themes "Having Knowledge", "Positive and Negative Aspects", "Usability in Accordance with Lessons" and "Available Dimensions". As a result of the research, various suggestions were given about the use of historical heroes in the education of values.

Keywords: Values education, social studies teacher candidate, historical heroes.

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INTRODUCTION

Values have gained great importance in much of the world. Values can be also stated as personal traits which individuals are expected to gain as to be a citizen useful to the people around and a qualified individual. All individuals are going to acquire these values and therefore, they will be able to improve their own circles. Moreover, one of the most significant objectives of education is to change the individual's behaviours positively. There is a very close relationship between values and activities for education and training, and this constitutes one of the fundamental subjects that will be dealt with in all aspects of education (Dönmez, 2006).

In the body of literature, several definitions for value have been introduced. Halstead (2002) defined the concept of value as the principle and essential beliefs guiding behaviours and as the standards according to which certain acts can be considered and/or determined as good or desired; Freankel (1977: 11) as ideas on both affective commitments and values; Raths, Harmin and Simon (1966: 28) as belief, feeling and manner which individual takes pride in and acts having been consideringly distinguished from many alternatives without any constraint and repeatable; Beck (1990: 2) as certain things (objects, activities, experiences, and so on) that promote human welfare; Shaver and Strong (1976: 15) as our standards for value judgement, principles and criteria by means of which we can judge the things (people, objects, ideas, actions and situations) as good, valuable, desired on one hand and bad, unvaluable and/or inferior on the other hand.

Values, although they maintain the existence and continuity of the society, undergo a change resulting from the fact that the structure of society is not stable in itself. Additionally, values adopted by the society can also change within the process. It can be stated that the values which an individual has already gained in the process of being raised are important determining features in terms of individuals' attitude and behaviours (Balci and Yanar Yelken, 2010). The concept of personal values is seen as a relatively permanent structure that shapes an individual's general personality. It is believed that the values are basic constituents deep-rooted in the shaping of one's personality and considered that they form attitudes and behaviours (Coombs-Richardson & Tolson, 2005).

Value definitions widely repeated within the literature are also available. According to Veugelers and Vedder (2003), values are the judgements which are based on the idea of what is good and what is bad; they attribute to the concepts of "fair life". Values are not personal preferences based upon pleasure, but the judgements based on the open and systematic mind related to how an individual establishes a relationship with his and/or her environment. According to Rokeach (1977), value is stated as a consistent belief with regard to the condition in which a specific behaviour is individually or socially preferred to an opposite or a contrary behaviour, or to the end of its being existing (cited: Lyons, 2003). Schwart (2001) regards values as "significant, changing, situational objectives which serve as the leading principles in human life".

If we sum up the definitions presented for the concept of value, they can be expressed as the essential principles guiding people, behaviours that an individual is proud of and pleased with displaying and criteria judging some acts, objects and/or people.

According to Veugelers and Vedder (2003), the main emphasis for the values in the system of education in the 1950s was on fitting to the society and in the 1960s, the development of social loyalty and democracy was the matter upon the disruption in the society as a whole and of education system concomitantly; thereafter, technical and instrumental mind dominated the education in the 1980s and the education of value lost its importance.

Intentionally or not, teachers convey their values to the students. All individuals develop belief and values by mainly acquiring them with the help of people whom they hold in high esteem and have respect for, and they act in a particular manner in order to identify with them. Parents take the primary responsibility for the morals education of their children; in addition to this, schools also bear the responsibility to teach the values which are quite important in terms of democracy and good citizenship (Coombs-Richardson & Tolson, 2005). Within the intra-national body of literature, certain subjects such as values education, character education, morals education, personal and social education and training, citizenship education, civic education, religious education, morality and democratic education are handled. The concept of “values education” means teaching social, political, cultural and aesthetic values. ‘Morals education’ connotes a more universal justice concept; however, this notion of justice makes sense in a social and political context (Veugelers & Vedder, 2003).

Values are included in the objectives of Turkish education system and curricula. Particularly, in the curricula of life sciences and social studies, values and values education are emphasized. It is involved in hidden curriculum in other studies, as well. Values education is carried out in the schools by means of planned learning activities, and also what teachers define as good and/or bad constitutes the implicit value education for students (Demirel, 2009). According to Bottery (2004), the purpose of values education is to enable the young to have acquired the specific skill of realizing information and/or knowledge, value and rules in life reasonably.

With the revival of interest in values education, theoreticians and researchers have tried to develop efficient teaching methods and strategies. In addition to the others, as its role models constitute the fundamental element, teaching values by means of observation has been regarded as a considerable method in values education for a long while. Several studies have shown that cognitive activity and didactic or narrative methods are not solely enough with regard to the values for teaching (Yazıcı and Aslan, 2011). As Titus (1994) has already pointed out, teachers’ reflecting these upon their own behaviours while teaching the values is of capital importance in shaping the students’ behaviours. For their words and actions, students need suitable models setting a private, an individual example which is both consistent and fair. Within the scope of the direct approach to teach values, this stands for a method which is employed especially by referring to the heroes (Doğanay, 2006). According to Dönmez (2006), starting to present the values within the process of transition from the concrete operational to the formal operational stage reduces the permanency of values (abstract concepts) intended to

be gained. For this reason, in lessons, it is required that values intended to be gained are not introduced directly as abstract values, but by means of socially prominent and leading figures, or heroes as the most concrete way. According to Albert Bandura (1977), individuals learn by imitating models and observing behaviours. Bandura asserts that people with higher status are one of the most imitated models in a society. Individuals initially take family members as a model, and then their teachers, and finally the roles which they choose on their own.

Good heroes have been portrayed as sophisticated individuals; therefore, it is required to analyze them with a holistic approach, by paying a particular attention to the mutual interaction of both positive and negative traits. Many main characters, i.e. protagonists, are strong role models, because they have already overcome their own negative personality traits or weaknesses. To have discussions on heroes with the children offers them a great deal of opportunity to see how characteristics are represented in others and to think about how they will be able to improve their positive character traits within themselves (Singh and Lu, 2003). According to Sanchez (1998), while it is being cited as an example for heroes, both positive and negative aspects of them must be shown and the traits must be accurate and stable. Moreover, it is also required to take the place and time in which the incident has happened into due consideration.

Through the heroes of history, children develop the specific value of discipline, self-control and respect for the others. A child, when he learns that he can control his own actions in order to do the right and good, then he imitates and/or impersonates heroes (Hall, 2003). In the case of the students who have analyzed the heroes, a predisposition towards acceptance is seen. On moral grounds, politically and also personally, heroes can inspire students with the help of the instances from their lives, because a potential vision is present in every single individual's inner world (Sanchez, 1998).

Within the scope of this study, the prospective social studies teachers' opinions for the use of the historical heroes in teaching values have been tried to be determined. "A social studies teacher is responsible for enabling democratic values, their relations between people and institutions to be analyzed. While doing this, heroes can be the basis to embrace the democratic philosophy, analyze and introduce it. The curriculum for social studies, since it establishes the primary want for promoting efficient citizenship, the presentation of democratic values requires a clear conceptualization based upon where we are and where we want to reach. Universal values must be investigated and included in the social studies curriculum. It is significant that, as an effective means in an attempt to promote a democratic life style, giving coverage to the heroes and their heroic characteristics in a comprehensive and well-balanced way has certainly a critical importance" (Brodbelt and Wall, 1985: 10). As based on this, prospective teachers' opinions for the use of heroes are of a particular importance in terms of values education. Accordingly, the problem statement of the study has been determined as: What are the prospective social studies teachers' opinions for the use of the historical heroes?

When the body of literature in Turkey is analyzed, it is seen that studies carried out in order to try to determine the students' acquisition levels of values (Beldağ, 2012), the current case for the activities involved in the practical guideline of Social Studies Curriculum with regards to their approaches to values education (Yiğittir and

Kaymakçı, 2012), their attitudes to the values given place in course books (Tahiroğlu, 2011), how the values education is actualized in the primary education fifth grade Social Studies classes (Çengelci, 2010), teachers' value orientations (Gedik, 2010), teachers' opinions concerning the process of having the values included in Social Studies Curriculum gained (Kılıç Şahin, 2010), the methods which teachers have used in value teaching (Akbaş, 2009), the values which prospective teachers proposes to be included in the social studies curriculum, and their opinions on which values and why these will be taught (Tay, 2009), class teachers' and history teachers' opinions for values education (Yıldırım, 2009; Tokdemir, 2007), the opinions of the students receiving education in Classroom Teaching and Social Studies Teaching Departments in the Faculty of Education on value teaching (Fidan, 2009), student attitudes to traditional and democratic values (Ulusoy, 2007), and studies including the overviews for values education (Yazıcı, 2006) and explaining the way of the involvement of human rights and values education in the new primary education social studies syllabus (Tezgel, 2006), teachers' preferences of value which can be dealt within the scope of values education through the introductory studies (Sarı, 2005), the evaluation and assessment of the level of realization of affective objectives adopted by Turkish National Education System in Primary School II. Stage (Akbaş, 2004), and the frequency of the coverage of national and universal values within primary education social studies syllabus (Evrin and Kafadar, 2004) are also available.

When foreign literature was analyzed, the researches which analyze the values adopted by teachers serving at different education levels in the way of intercultural comparisons and researches for determining the duties of teachers in morals education (Leblanc, 2007; Coombs-Richardson and Tolson, 2005; Veugelers and Kat, 2003); researches investigating the values adopted by the teenagers and young by several variables (Owens, 2008; Silfver, 2007; Miethe, 2001; Bohning, Hodson, Foote, McGee and Young, 1998); researches for value teaching, character education and problems and/or difficulties encountered and values education in pre-service teacher training (Thornberg, 2008; Lewis, 2007; Chandler, 2005; Ledford, 2005; Moore, 2005; Willemse, Lunenberg and Korthagen, 2005; Revell, 2002; Veugelers, 2000) were found.

METHOD

In this part of the research, titles in relation to the research model, study group, data collection and analysis, enabling the validity and reliability of the research have been covered.

Research Model

In the research, phenomenology, which is one of the qualitative research methods, has been employed. Phenomenology is specified as the method that reveals the experiences of the participants by the determination of common points in their views, through the data collected from the interviews with independent participants, on a particular phenomenon (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2012). Also in this research, since the experiences of prospective Social Studies teachers for the use of the history's heroes in values education are benefitted from, this method has been preferred.

Study Group

15 prospective 4th grade Social Studies teachers who have been still receiving their undergraduate education at a state university in the spring term of the academic year 2017-2018 and have voluntarily accepted participating in the research constitute the study group of this research. While the study group was being selected, purposeful sampling method was applied for. Purposeful sampling is the type of sampling in which the research subject is dealt with the participation of the people who are the most suitable in terms of the subject to be studied (Ekiz, 2013). In this research, the reason why the 4th grade Social Studies prospective teachers have been preferred is that it is thought for the prospective teachers at this class level to have the experiences related to the research problem much more.

Table 1. Personal Information Distribution of the Prospective Teachers Participating in the Research

Age	Number of Participants	Gender	
		F	M
21	1	1	0
22	2	1	1
23	7	4	3
24	1	2	0
25	1	0	1
33	2	2	0
Total	15	10	5

When Table 1 is analyzed, it is seen that most of the ones participating in the research are at the age of 23 (f=7). As for the evaluation of Table in terms of gender, the greater part of the ones participating in the research (f=10) is constituted by the prospective teachers having female gender. As for the male prospective teachers, they are as much as half of female prospective teachers (f=5). Most of the male and female prospective teachers (f=4, f=3) are 23 years old.

Collection and Analysis of Research Data

In this research, as a means of data collection, semi-structured interview form has been applied to the 4th grade Social Studies prospective teachers. Semi-structured interview is known as the sort of interview for which the researcher or researchers have arranged the questions in advance, but the questions in which are stretched during the interview (Ekiz, 2013). In order to collect the data, 5 questions have been asked by the researcher and semi-structured interview has been made with the study group. The time period of 10-20 minutes have been allowed for the 4th grade Social Studies prospective teachers so that they can answer the research questions. In this regard, in line with the objective of the research, the problem statement of the study as is in the following:

What are the opinions of prospective teachers for the use of the history's heroes in the process of values education? Within the frame of this question, sub problems below have been posed.

According to the prospective teachers;

- Is it possible to benefit from the historical heroes in values education?
- As from which stage of the education, is it possible for them to be used?
- What should be taken into consideration while the historical heroes are being used in values education?
- Which heroes of the history can be used?

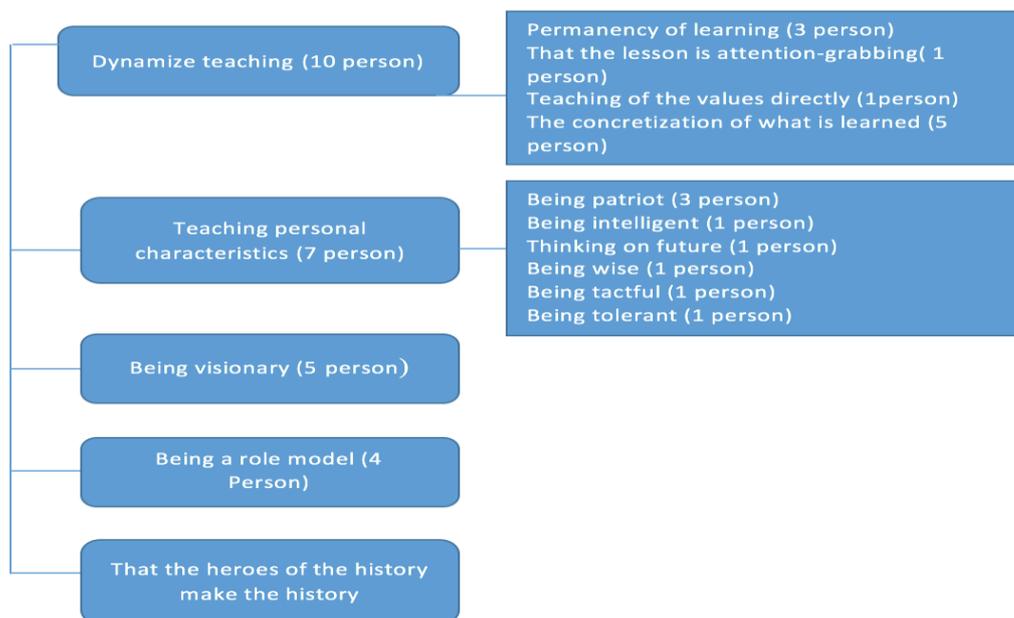
In the analysis of the data obtained within the scope of the research, descriptive analysis, the one often-preferred in qualitative researches, has been made use of. Descriptive analysis is explained as the situation in which data is organized in accordance with the pre-determined themes, observation and questions used in the processes of interview (Yıldırım and Şimşek, 2016: 239). In this research, as the limit of study has been drawn in line with the research questions, descriptive analysis was used.

Enabling the Validity and Reliability of the Study

Investigator triangulation technique has been employed in order to enable the reliability in the research. Investigator triangulation is the state in which two or more people analyze the data separately and then the comparison of findings obtained is made (Patton, 2014). Researchers have come together on the grounds that they think in a different way and an agreement has been tried to be reached. As for the validity, it has been tried to be enabled through the clarification of the process followed for the analysis of data obtained in a detailed way and the direct involvement of the prospective teachers' opinions in the definition of findings (Yıldırım and Şimşek, 2016).

FINDINGS

Findings which have been obtained through the opinions of the 4th grade Social Studies prospective teachers participating in the research, with regard to using the heroes of the history in values education, are discussed in this part.

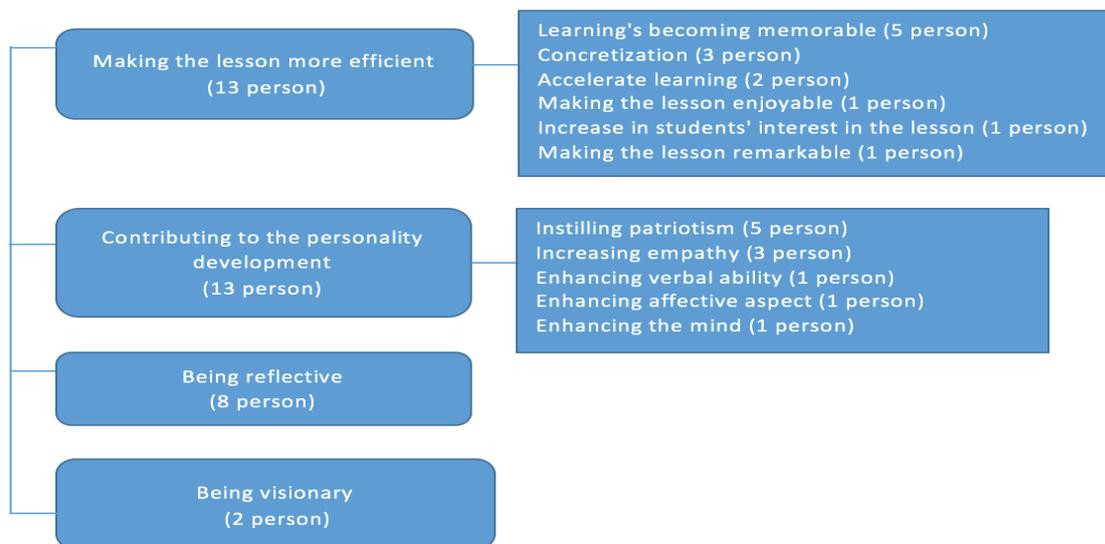


Picture 1. Statistical Data Related to the Prospective Teachers' Opinions for the Reasons of the Use of Heroes of the History in Values Education

When Picture 1 is analyzed, it is seen that the 4th grade Social Studies prospective teachers evaluate the reasons for the use of heroes of the history in values education under 5 themes. These themes are respectively dynamizing teaching, teaching personal characteristics, being visionary, being a role model and that the history's heroes make the history itself. Among these themes, prospective teachers have expressed opinion under the theme of "dynamize teaching" at most (Total Frequency=10). Within this theme, the category on which the prospective teachers put the most emphasis is the one "the concretization of what is learned" (f=5). The other mostly emphasized theme is "teaching personal characteristics" (Total Frequency=10). Concerning this theme, the category which the prospective teachers have put the most emphasis on is the one "being patriot" (f=3). Here below, examples related to the answers which the 4th grade Social Studies prospective teachers have given to this question of the research are presented:

"It is possible to use; provides convenience for the students in terms of grabbing the attention much more in values education given and carrying into practice, in the sense that students admire the heroes of the history or model themselves on these heroes, and in this way, it enhances permanence." F, 21

"It can be used because it has a purpose of realizing teaching concretely and/or perceptibly in their minds, with the intention of enabling instructiveness... In order to ensure memorability and transfer to the long-term memory... Also, the hero leaves a positive impression as a role model." F, 23

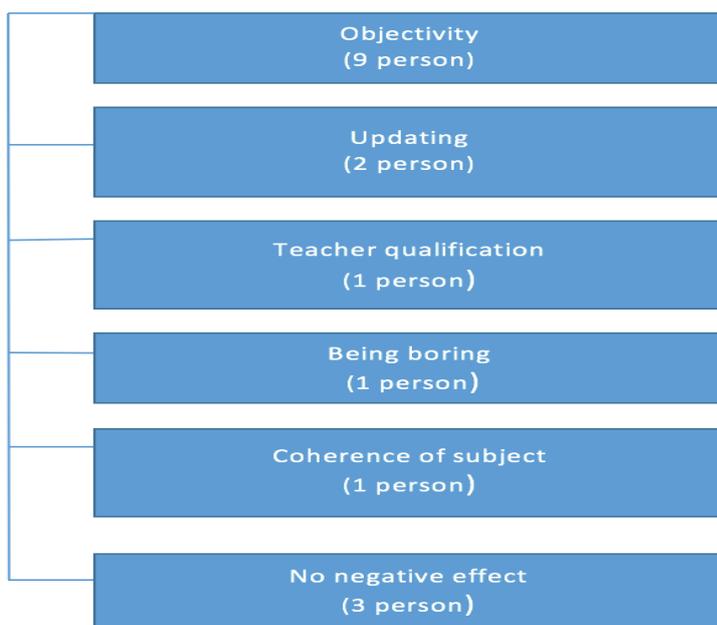


Picture 2. Statistical Data Related to the Prospective Teachers' Opinions for the Benefits of the Use of Heroes of the History in Values Education

As based on Picture 2, the 4th grade Social Studies prospective teachers evaluate the benefits of using the heroes of the history in values education under 4 themes. These themes are respectively making the lesson more efficient, contributing to the personality development, being reflective and being visionary. The prospective teachers have stated opinions on the themes "making the lesson effective" (f=13) and "contributing to personality development" (f=13) at most. Within the scope of the theme "making the lesson more effective", prospective teachers lay the most emphasis on the category for "learning's becoming memorable" (f=5). As for the theme "contributing to the personality development", prospective teachers have presented opinion on the category of "instilling patriotism" (f=5). Some examples related to the answers which the 4th grade Social Studies prospective teachers have given to this question of the research are presented below:

"It enables to introduce the sense and ideas to be given at the end of their lives of the heroes of the history who will be presented by various anecdotes, in an effective way." M, 25

"Mental development can be ensured by handing our heroes' system of thought down the next generations." M, 22

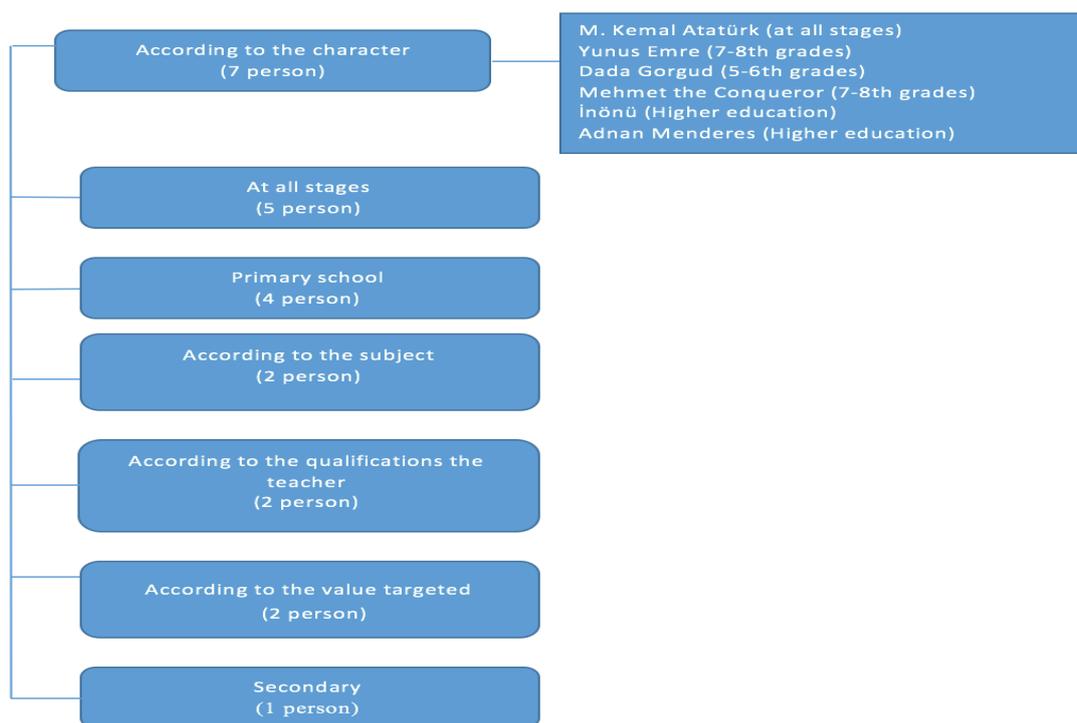


Picture 3. Statistical Data Related to the Prospective Teachers' Opinions for the Negative Aspects of the use of Heroes of the History in Values Education

The 4th grade Social Studies prospective teachers assess the negative aspects of using the history's heroes in values education mostly in respect of being objective ($f=9$). Accordingly, it can be stated that the prospective 4th grade teachers are in the opinion that the history's teachers are not evaluated in the context of objectivity. This category is followed respectively by the categories of "no negative effect" ($f=3$) and "updating" ($f=2$). Some examples related to the answers which the 4th grade Social Studies prospective teachers have given to this question of the research are presented in the following:

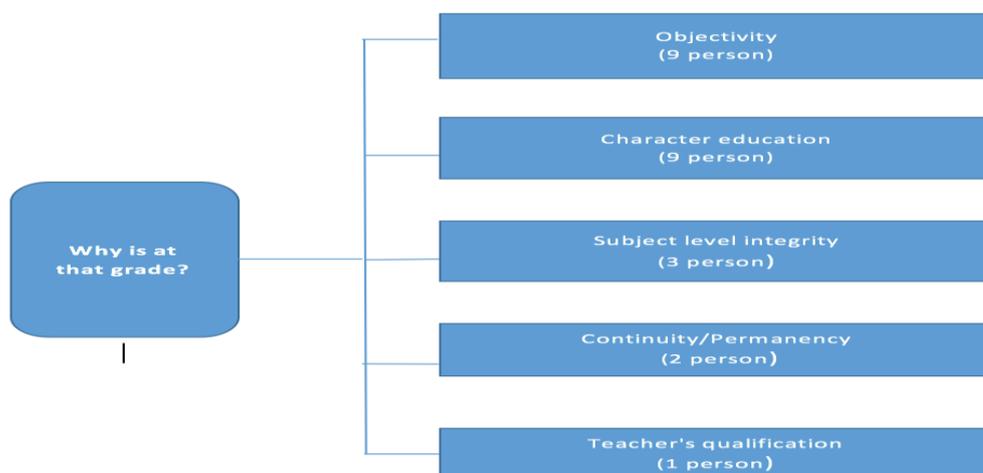
"Each of our heroes has some negative traits as well as he has positive ones; introducing the negative aspects for the hero to be narrated will let the individual acquire negative behaviour." **M, 22**

"Their being very often mentioned... the heroes of the history may be boring for some children..." **M, 23**



Picture 4. Statistical Data Related to the Prospective Teachers' Opinions for the Values Education and Grade of Teaching

The 4th grade Social Studies prospective teachers have dealt with the relationship of values education and grade of teaching from different points of view. For instance, (f=7) prospective teachers have stated opinion in the way that the history's heroes required to be introduced within the scope of values education should be addressed "according to the characteristics of the heroes". They have expressed that Mustafa Kemal Atatürk can be related to the values education at all class levels. However, the prospective teachers have stated their opinions as to indicate that the history's heroes can be also dealt in the process of values education, "at all stages" (f=5), "primary" (f=4), "according to the subject" (f=3), "according to the qualification the teacher has" (f=2) and "according to the value targeted" (f=2).



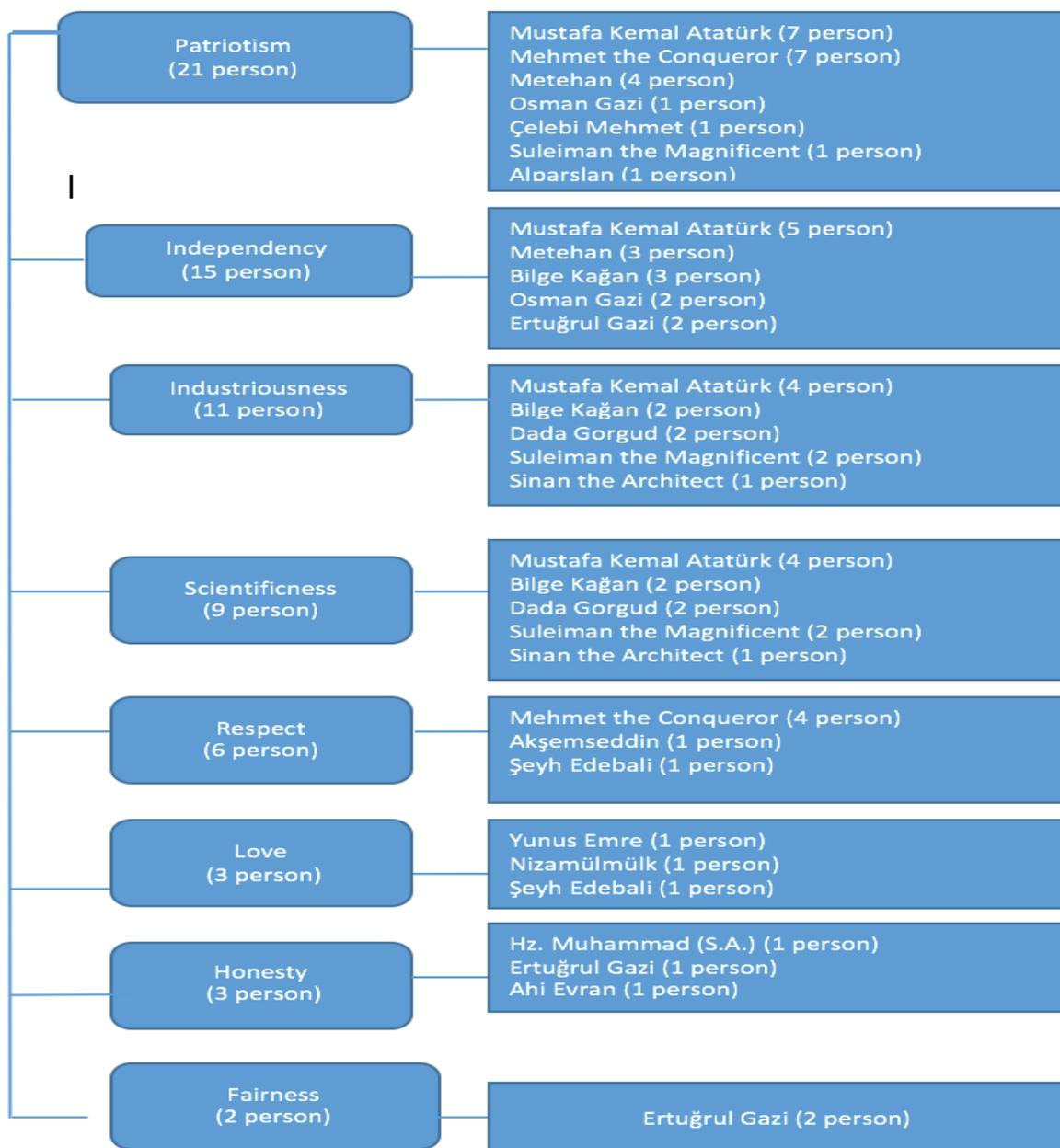
Picture 5. Statistical Data Related to the Prospective Teachers' Opinions on the Reasons for the Relationship of Values Education and Grade of Teaching

In Picture 5, the 4th grade Social Studies prospective teachers emphasize "character education" (f=9) at most, in regard to the relationship of values education and grade of teaching. Afterwards, respectively, they have stated the categories of "subject level integrity" (f=3), "continuity/permanency" (f=2) and "teacher's qualification" (f=1), as a reason. According to this, it can be said that prospective teachers mostly attach importance to character education in the relationship of values education and grade of teaching. Some examples related to the answers which the 4th grade Social Studies prospective teachers have given to this question of the research are below:

"From our history, the sultan is available for benefitting at most in values education, when it comes to the value, we use these heroes in accordance with the values we want to instil into students. In general, to the 5th grade students, it is required to introduce sharing, cooperation and solidarity values. By learning these values, these students can get on well and lead their lives well together with their friends, and in this way they can avoid selfishness." F, 23

"It can be used in the levels of primary and secondary education, as based on the proverb 'as the twig is bent, so grows the tree', learning the values at an early age ensures enhancing the permanency of these values; if used at the grade in which learning is the easiest and the most enjoyable, both teaching and learning become easier."

F,21



Picture 6. Statistical Data Related to the Prospective Teachers' Opinions for Matching Values with the Historical Heroes

In accordance with Picture 6, the 4th grade Social Studies prospective teachers have matched the values of patriotism, independency and industriousness with the heroes of the history. Prospective teachers have matched the value of patriotism with Mustafa Kemal Atatürk (f=7), Mehmet the Conqueror (f=7) and Metehan (f=4), at most. The value of independency has been mostly associated to Mustafa Kemal Atatürk (f=5), Metehan (f=3) and Bilge Kağan (f=3). Mainly, they have matched the value of industriousness with Mustafa Kemal Atatürk (f=4), the value of scientificness with Mustafa Kemal Atatürk (f=3), the value of respect with Mehmet the Conqueror (f=4),

and the value of fairness with Ertuğrul Gazi (f=42). In the greater part of the values stated, the founder of the State of the Republic of Turkey, namely the Great Leader Mustafa Kemal Atatürk is seen to be identified by the prospective teachers. This case can be explained by the fact that the historical period when Mustafa Kemal Atatürk lived is nearer to the modern-day and the effects of his actions still exist nowadays. Some examples for the answers given by the 4th grade Social Studies prospective teachers to this question of the research are presented in the following:

“Metehan stands for the importance of country's land, Dada Gorgud Epics for the punishment to the tyranny by Deli Dumrul, Yunus Emre for humanity, Mehmet the Conqueror for honesty” F, 23

“I want to use the heroes, especially the ones like Çelebi Mehmet; since he had revitalized a broken Empire...” F, 33

CONCLUSION and DISCUSSION

Considering the results of the study, prospective teachers have already found the use of the historical heroes in values education necessary. It has been concluded that according to the prospective teachers, the use of the heroes of the history makes teaching effective, and facilitates to teach personal characteristics. According to Lumpkin (2008), Veugelers and Vedder (2003), Çağlar (2005), Cottom (1996) and Tay (2013), taking a figure as a role model is all important in students' character development. Learning values by experiencing carves the value in stone. Students are able to comprehend the values better when they see suitable role models before them. This shows consistency with the result of the study, as well.

With making use of the historical heroes in values education, the result indicating that social studies lesson becomes more effective and it also contributes to personality development has been attained. That teachers discuss the heroes with children leaves a positive impact in terms of their seeing how personal characteristics in others are underlined and their being able to develop positive personality traits in themselves (Singh and Lu, 2003). In the event that the right heroes are selected, from the points of view of teachers, to eliminate the negative learning environments will also get easier. According to the prospective teachers, positive traits and/or aspects of the historical heroes should be introduced. To present their negative traits has not been approved by the prospective teachers. Gibbon (2002) pointed out that heroes are also human beings, and naturally it is impossible for them to be right and perfect in every aspect. For this reason, teachers should mention about their imperfections, as well, as the occasion arises, while teaching the positive aspects of the heroes (Hall, 2003; Sanchez, 1998). Prospective teachers have also stated that the use of the historical heroes in values education is required to be started at an early age. Theories of learning indicate that permanent learning in individuals must start early. According to Özdemir, Özdemir, Kadak and Nasiroğlu (2012), of the views for which many theories related to personality meet on a common point, the childhood, especially the first 5-6th year, is the one with almost the greatest effect on personality.

According to the prospective teachers, the values deemed appropriate to be presented with the historical heroes are patriotism, independency, industriousness, scientificness, respect, love, honesty and fairness. While presenting these values, Mustafa Kemal Atatürk has been the most repeated historical character. This situation shares similarity with the study conducted by Yazıcı and Aslan (2011). As it was put forward by Gibbon (2002), the founders of the states are commonly named as heroes in every society. He asserted that the founders of the states are the individuals who are mostly shown as role models. Moreover, this also accords with the ideological structure of Turkish education system and also with the educational objectives defined in the Fundamental Law of the Ministry of National Education. For this reason to have come out, the fact that Turkish people have fought for the country's land many times has an effect. Turkish people are devoted to their independence and very industrious. In fact, to attain this result is foreseeable. Yıldırım (2009) also concluded that the value of patriotism had become more prominent, as compared to other values.

SUGGESTIONS

- This study has been carried out with the participation of prospective teachers. It is also possible to study with different study groups and the results can be compared.
- As it is understood from the results, the historical heroes are significant in values education, with regards to their being role models. Taking this into consideration, the Ministry of National Education may develop and distribute training materials and/or education kits in order to benefit from the well-known hero and heroes in different areas in an effective way.
- It is required that researches are done by employing both quantitative and qualitative methods, and the literature related to values education is enhanced in this way. Comparative studies on this subject can be made among the countries.
- School-family and society should work in cooperation while values education is being realized. Opportunity for this should be provided.
- For effective values education, teachers and prospective teachers may be encouraged to be the role model. As an alternative, they may be encouraged to introduce a role model.

SOSYAL BİLGİLER ÖĞRETMEN ADAYLARININ DEĞERLER EĞİTİMİNDE TARİHİ KAHRAMANLARIN KULLANILMASINA İLİŞKİN GÖRÜŞLERİ

TÜRKÇE GENİŞ ÖZET

GİRİŞ

Günümüzde dünyanın bir çok yerinde değerler büyük önem kazanmıştır. Değerler bireylerin çevresine yararlı bir vatandaş olması için kazanması beklenen kişisel nitelikler olarak da belirtilebilir. Bireyler değerleri kazanacak ve haliyle de çevresini geliştireceklerdir. Eğitimin de en önemli amaçlarından birisi bireyin davranışlarını olumlu yönde değiştirmektir. Değerler ile eğitim-öğretim faaliyetleri arasında çok sıkı bir ilişki vardır ve eğitimin her alanında ele alınacak temel konulardan birisini oluşturmaktadır (Dönmez, 2006). Rokeach'a (1977) göre değer belirli bir davranışın kişisel veya toplumsal olarak, bir karşıt ya da tersine davranış tarzına ya da varoluşunun sona ermesine tercih edilmesine dair kalıcı bir inanç olarak belirtilir (aktaran Lyons, 2003). Değer eğitime olan ilginin artmasıyla araştırmacılar verimli öğretim yöntemleri ve stratejileri geliştirmeye çalışmışlardır. Diğerlerinin aksine rol model olarak değerleri gözlem yoluyla öğretme, uzun zamandır değerler eğitiminde önemli bir yöntem olarak kabul edilmiştir. Birçok çalışma, bilişsel etkinlik ve didaktik veya anlatı yöntemlerinin tek başına öğretilmede yetersiz olduğunu göstermiştir (Yazıcı ve Aslan, 2011). Titus'un (1994) da dediği gibi öğretmenlerin değerleri öğretirken bunu davranışlarına yansıtması öğrencilerin davranışlarını şekillendirmede büyük önem taşımaktadır. Öğrencilerin kelimeleri ve eylemleri hem tutarlı hem de iyi kişisel bir örneği olan uygun modellere ihtiyaçları vardır. Değerlerin doğrudan öğretimi yaklaşımında özellikle kahramanlara başvurarak gerçekleştirilen bir yöntemdir (Doğanay, 2006). Dönmez (2006)'ya göre değerlerin somut işlem döneminden soyut işlem dönemine geçiş döneminde verilmeye başlanması, kazandırılmak istenilen değerlerin (soyut kavramlar) kalıcılığını azaltır. Bu sebeple, derslerde, verilmek istenilen değerlerin doğrudan soyut değerler şeklinde değil; topluma mal olmuş ve önde gelen kişiler, ya da en somut olarak kahramanlar vasıtasıyla verilmesi gerekir. Albert Bandura'ya (1977) göre, bireyler modelleri taklit ederek davranışları gözlemleyerek öğrenir. Çocuklarla kahramanları tartışmak, karakter özelliklerinin başkalarında nasıl ifade edildiğini ve çocukların kendi içinde olumlu karakter özelliklerini nasıl geliştirebileceklerini düşünmek için sayısız fırsat sunar (Singh ve Lu, 2003). Bu çalışmada da sosyal bilgiler öğretmen adaylarının değer öğretiminde tarihi kahramanların kullanılmasına dair görüşleri tespit edilmeye çalışılmıştır. Bu doğrultuda çalışmanın problem cümlesi: Sosyal bilgiler öğretmen adaylarının tarihi kahramanların kullanılmasına yönelik görüşleri nedir? olarak belirlenmiştir.

YÖNTEM

Araştırmada nitel araştırma türlerinden biri olan fenomenoloji kullanılmıştır. Bu araştırmanın çalışma grubunu, 2017-2018 öğretim yılı bahar yarıyılında bir devlet üniversitesinde öğrenim görmekte olan ve araştırmaya gönüllü olarak katılmayı kabul eden 15 4. sınıf Sosyal Bilgiler öğretmen adayı oluşturmaktadır. Çalışma grubu seçilirken

amaçlı örnekleme yöntemi kullanılmıştır. Bu araştırmada veri toplama aracı olarak 4.sınıf Sosyal Bilgiler öğretmen adaylarına yarı yapılandırılmış görüşme formu uygulanmıştır.

BULGULAR

4. sınıf Sosyal Bilgiler öğretmen adaylarının tarihi kahramanları değerler eğitiminde kullanılmalarının nedenlerini 4 tema altında değerlendirdikleri görülmektedir. Bu temalar sırasıyla öğretimi etkin kılma, kişisel özellikler öğretme, öngörülü olma, rol model olması ve tarihi kahramanların tarihi yazması temalarıdır. Bu temalar arasında öğretmen adaylarının en fazla tema *“öğretimi etkin kılma”* (Frekans=10) temasında görüş bildirmişlerdir.

4. sınıf Sosyal Bilgiler öğretmen adayları tarihi kahramanların değerler eğitiminde kullanılmasının faydalarını 4 tema altında ele almışlardır. Bu temalar sırasıyla dersin etkili hale getirilmesi, kişilik gelişimine katkıda bulunması, yansıtıcı olması ve öngörülü olması temalarıdır. Öğretmen adayları en fazla *“dersin etkili hale getirilmesi”* (f=13) ve *“kişilik gelişimine katkıda bulunması”* (f=13) temaları üzerinde görüş belirtmişlerdir.

Sosyal Bilgiler öğretmen adayları tarihi kahramanların değer eğitiminde kullanılmasının olumsuz yönlerini en fazla objektif olma (f=2) konusunda değerlendirmektedirler. Buna göre 4. sınıf öğretmen adaylarının tarihi kahramanların objektiflik bağlamında ele alınmadığını düşündükleri söylenebilir. Bu kategoriyi sırasıyla olumsuz etkisi yok (f=3) ve güncelleştirme (f=2) kategorileri izlemektedir.

Sosyal Bilgiler öğretmen adayları değerler eğitimi ve öğretim kademesi ilişkisini çeşitli bakış açılarıyla ele almışlardır. Örneğin (f=7) öğretmen adayı değerler eğitiminde verilmesi gereken tarihi kahramanların, *“tarihi kahramanların karakterlerine göre”* ele alınması yönünde görüş belirtmişlerdir. Mustafa Kemal Atatürk'ün her sınıf düzeyinde değerler eğitimi ile ilişkilendirilebileceğini ifade etmişlerdir. Ancak öğretmen adayları değerler eğitimi sırasında tarihi kahramanların *“her kademedeki”* (f=5, *“ilkokul”* (f=4), *“konuya göre”* (f=3), *“öğretmenin niteliğine göre”* (f=2) ve *“hedeflenen değere göre”* (f=2) de ele alınabileceği yönünde görüşlerini bildirmişlerdir.

4. sınıf Sosyal Bilgiler öğretmen adayları değerler eğitimi ve öğretim kademesi ilişkisine dair en fazla *“karakter eğitimi”* (f=9) üzerinde durmaktadırlar. Daha sonra sırasıyla *“konu düzeyi bütünlüğü”* (f=3), *“devamlılık/süreklilik”* (f=2) ve *“öğretmenin niteliği”* (f=1) kategorilerini neden olarak belirtmişlerdir.

4. sınıf Sosyal Bilgiler öğretmen adayları vatanseverlik, bağımsızlık ve çalışkanlık değerleri ile tarihi kahramanları ilişkilendirmişlerdir. Öğretmen adayları vatanseverlik değerini en fazla Mustafa Kemal Atatürk (f=7), Fatih Sultan Mehmet (f=7) ve Metehan (f=4)'ı eşleştirmişlerdir. Bağımsızlık değerini en fazla Mustafa Kemal Atatürk (f=5), Metehan (f=3) ve Bilge Kağan (f=3) ile ilişkilendirmektedirler. Çalışkanlık değerini Mustafa Kemal Atatürk (f=4); bilimsellik değerini Mustafa Kemal Atatürk (f=3); saygı değerini Fatih Sultan Mehmet (f=4); adalet değerini Ertuğrul Gazi (f=42) ile eşleştirmişlerdir.

TARTIŞMA VE SONUÇ

Çalışmanın sonuçlarına bakıldığında öğretmen adayları değer eğitiminde tarihi kahramanların kullanılmasını gerekli bulmuşlardır. Öğretmen adaylarına göre tarihi kahramanların kullanılmasının, öğretimi etkili kıldığı, kişisel özelliklerin öğretilmesini kolaylaştırdığı sonucuna varılmıştır. Veugelers ve Vedder (2003), Çağlar (2005), Cottom (1996) ve Tay'a (2013) göre öğrencilerin karakter gelişiminde rol model alma büyük önem taşımaktadır. Değerleri yaşayarak öğrenmek değeri kalıcı kılmaktadır. Öğrenciler önlerinde uygun rol modeller gördüğünde değerleri daha iyi kavrayabilmektedir. Bu da çalışmanın sonucuyla tutarlılık göstermektedir.

Tarihi kahramanların değer eğitiminde kullanılmasıyla sosyal bilgiler dersinin daha etkili hale geldiği, kişilik gelişimine katkıda bulunduğu sonucuna varılmıştır. Öğretmenlerin kahramanları çocuklarla tartışması, başkalarındaki kişisel özelliklerin nasıl vurgulandığını anlama ve kendilerinde olumlu karakter özellikleri geliştirebilmeleri açısından olumlu etkisi bulunmaktadır (Singh ve Lu, 2003). Öğretmen adaylarına göre doğru kahramanlar seçildiği takdirde olumsuz öğrenme ortamlarının ortadan kaldırmada kolaylaşacaktır. Öğretmen adaylarına göre tarihi kahramanların olumlu yönlerini verilmelidir. Olumsuz yönünün aktarılması öğretmen adayları tarafından doğru bulunmamıştır. Gibbon (2002) kahramanların da insan olduğunu, haliyle her açıdan mükemmel olmalarının imkansız olduğunu belirtmiştir. Bu nedenle öğretmenler kahramanların iyi yönlerini öğretirken yeri geldikçe kusurlarından da bahsetmelidir (Hall, 2003; Sanchez, 1998).

Öğretmen adayları değer eğitiminde tarihi kahramanların kullanılmasını erken yaşlarda başlaması gerektiğini belirtmişlerdir. Öğrenme kuramları bireyde kalıcı öğrenmenin erken yaşlarda başlaması gerektiğini belirtmişlerdir. Özdemir vd.'ye (2012) göre kişilik ile ilgili birçok kuramın birleştiği görüşlerden çocukluğun, özellikle ilk 5-6. yılın, kişiliğe olan etkisinin büyük olduğudur.

Öğretmen adaylarına göre tarihi kahramanlarla verilmesi uygun görülen değerler; vatanseverlik, bağımsızlık, çalışkanlık, bilimsellik, saygı, sevgi, dürüstlük ve adalet değerleridir. Bu değerleri verirken en çok tekrarlanan tarihi karakter Mustafa Kemal Atatürk olmuştur. Bu durum Yazıcı ve Aslan'ın (2011) çalışmasıyla benzerlik göstermektedir. Gibbon'un (2002) öne sürdüğü gibi, devletlerin kurucuları her toplumda yaygın olarak kahramanlar olarak adlandırılır. Devletin kurucularının en fazla rol model olarak gösterilen bireyler olduğunu belirtmiştir. Ayrıca bu durum Türk eğitim sisteminin ideolojik yapısı ve yapısı ile MEB Temel Kanunu'nda belirtilen eğitimsel amaçlarla da uyumluluk göstermektedir. Bu sonucun çıkmasında Türklerin defalarca vatan toprakları için savaşlar yapması etkili olmuştur. Türkler bağımsızlığına düşkün çalışkan insanlardır. Bu sonucun çıkması öngörülebilir bir sonuçtur. Yıldırım (2009) da vatanseverlik değerinin diğer değerlere nazaran daha fazla öne çıktığı sonucuna ulaşmıştır.

Anahtar Kelimeler: Değer Eğitimi, Sosyal Bilgiler Öğretmen Adayı, Tarihi kahramanlar

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