

History Teachers' Opinions about the Treatment of Values Education

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Abstract

One of the most common concepts in the field of education in the 21st century is undoubtedly values education. In addition to the procedures related to values education in schools, the acquisitions and processes related to values education are constantly updated in each curriculum. In this process, history lesson curriculums have been one of the courses in which the procedures related to education of values have been started. As well as the explanations and information in the programs, how values education is handled in the lessons, teachers' studies and observations are also important. In this study, teachers' opinions were asked about the treatment of values education in history lessons. For this reason, a study was conducted with 30 history teachers using a semi-structured interview form in October–December 2019. In the findings obtained in the study; providing alternative activity examples instead of providing only definitions and knowledge in history curriculum and textbooks, processing case studies about Turkish culture in accordance with the level, ensuring accessibility of materials in schools and providing materials free of charge, conducting activities that can prevent peer bullying, activities and operations on women's rights attention was drawn to issues such as increasing the cooperation between teacher-family and students.

Keywords: history teachers, values education, teacher views, history lesson

1. Introduction

Every society needs generations that have internalized their own cultural values to ensure its continuity. Education institutions must fulfill their responsibilities effectively in gaining and maintaining values. Education institutions reach their goals through the planned programs. According to Nalçacı and Beldağ (2015, p. 68), it is a necessity to train teachers who are practitioners of the programs both professionally and in the dimension of gaining human values. Values are very important for societies, so values education should be included in education and training activities. Since schools are places where education and learning are carried out in a planned and systematic way, they are one of the most effective areas in teaching values (Çetin, Çetin, & Arslangilay, 2019).

According to Ulusoy (2019), values education at schools has important purposes. These purposes are as follows; It covers subjects such as conducting needs analysis for values education, determining the necessary and appropriate values for the needs of the day, reaching different resources about values, raising virtuous individuals, preparing materials and learning environments for the acquisition of values, raising just and compassionate individuals who fulfill the requirements of their profession.

Values education is very important for humanity to live in unity and solidarity, to understand each other and to accept each other as they are. Values education is needed to teach that one should always stand by the good, the right and the right between good and bad, right and wrong. Values are at the top of the elements that enable the individual to control himself and the society to control the individual (Yazıcı, 2006). Therefore, values become indispensable for the individual and the society in which he lives. As Ulusoy and Dilmaç (2020) stated, values education is essential to teach people about good and bad. Values education plays an effective role in raising conscious citizens, in teaching and adopting cultural and moral values. According to Toprak, Derin and Güçlü (2020), countries should play a role in bringing values as well as skills for social unity and solidarity.

Values don't appear overnight; the experiences of a nation in the historical process show its existence together with the culture and civilization it has created. It is necessary to integrate the values into the events of the present, without ignoring the past. For this reason, history lessons have an important place in values education. One of

the most important stages of the education and training process is to raise generations that know and initialize their own culture, know its history, can embrace the consciousness of history, and live by the consciousness of history. The importance of this idea has been emphasized in the 2023 Education Vision Document and an important place has been allocated to “Values Education”. In the 2023 Education Vision Document (<http:1>); it has been emphasized that our education system must form its own paradigm so that we can create a unique and universal pedagogy with its own spirit, philosophy and goals.

History lessons also have an important role in forming this spirit. In the process of achieving the stated purposes, it is undoubtedly one of the indispensable aims to train students and teachers who have understanding of history awareness and values. Material and moral values that keep societies alive should be acquired by students through history lessons. It is possible to see values in every event that happened in the historical process, especially in education, cultural, political, economic and military fields. It is among the aims of history education to raise generations who are aware of their material and moral values within the historical subjects to be transferred to students using traditional and modern methods, and who can understand and actually practice them. It is necessary to raise generations that can live in national unity and solidarity and closely follow universal developments and to prevent cultural degeneration. For this reason, it is important for our future to transfer and process subjects blended with values education in history lessons.

Through the history course, some information or beliefs about the past can be transferred to the students. Through the history lesson, what cultural and social values are, how they were born and developed can be taught to students (Özdemir, 2017). In values education, the meaning attributed to the school, the curriculum, the teacher and the student is very important. If there is no planned process and functioning in the curriculum, if the teacher does not plan what to tell and when it is not clear how to transfer the knowledge to the student, a good and qualified education and naturally a qualified value education cannot be mentioned. In this case, it does not make sense to include value expressions in programs, waiting for students to internalize values is only imaginary (Ulusoy, 2016).

Curriculum has changed with the development of technology in textbooks and educational materials. This process also gives new meanings to values education. As Tümen and Bahçeci (2020) stated, responsibilities expected from individuals have also changed as society’s progress towards the information age in the 21st century. Raising qualified individuals equipped with both democratic and scientific values is one of the main goals.

Achieving these goals is also among the goals of the history course. While trying to teach values, skills and concepts to students in history lessons, current developments should also be followed. For this purpose, the goals of the history program are important.

When the aims of the “History Lesson Curriculum” are examined, in terms of values education:

- To comprehend the accumulated heritage of humanity from past to present,
- To get to know the leading figures in the history of Islam, Turks and Turkey who have played a role in political and social formations,
- To follow and understand the adventure of the Turkish nation and Turkish culture from past to present in the context of human history,
- Understand the basic values on which our civilization is based, adopt them and reflect them on their behavior,
- Understand that historical events reflect the political, social, cultural, economic and religious characteristics of the period in which they occurred and therefore, when evaluating an event, it is necessary to consider the conditions of the period in which the event occurred,
- To develop a national identity and sense of belonging and to understand Turkey’s role and place in the globalized world
- Raise awareness that a particular historical event or phenomenon can be evaluated and interpreted in various ways in line with different perspectives or views of history and respect these different understandings
- In addition to ensuring and maintaining social unity and solidarity, it is aimed to raise individuals who protect their cultural and historical heritage by understanding the role of common history in the formation of national identity (MEB, 2018, p. 12).

For this reason, it is aimed to gain root values of “justice, friendship, honesty, self-control, patience, respect, love,

responsibility, patriotism, and benevolence” in history education programs (MEB, 2018, p. 5). These values will come to life in the learning and teaching process by being handled both on their own, with the sub-values they are related to and together with other root values.

The opinions of the teachers, who guide the students in bringing the aims and achievements of the program to the students and who act as role models, about the treatment of values education in history lessons are also important.

The aim of this study is to investigate the views of history teachers about teaching values. For this purpose, the following questions were sought:

- 1) What are the views of history teachers on what should be in the high school curriculum regarding values education?
- 2) What are the views of history teachers on what should be in the high school history textbooks regarding values education?
- 3) What are the views of history teachers on what should be considered in the processing of values education in schools?
- 4) What are the views of history teachers on duties of teachers in the process of teaching values education?
- 5) What are the views of history teachers about the role of the family in values education?
- 6) What are the views of history teachers about the role of the use of information and communication technologies in values education?
- 7) What are the views of history teachers about the effects of the environment and peer groups on values education?
- 8) What are the views of history teachers about the problems encountered in applications related to values education and solutions?

2. Method

2.1 Research Model

Qualitative research method was used in the study as it was desired to reach subjective data such as the opinions, experiences, perceptions and feelings of the people studied. As Yıldırım and Şimşek (2008) stated, data collection techniques such as interview, observation and document analysis are used to examine the research problem with an interpretative approach with a realistic and holistic perspective of perceptions and events in the natural environment. According to Patton (2014), in qualitative research, the facts and events studied are handled with a holistic perspective and the meanings people attribute to the facts and events are interpreted. According to Merriam (2009), in qualitative research, people’s interpretation of their experiences, and what kind of meaning they attribute to their experiences, involves examining and describing a limited system.

2.2 Study Group

The research was carried out with history teachers working at a public and private school affiliated to the Ministry of National Education between October and December 2019. The study group of the study consists of 30 history teachers who have at least five years of experience, taking into account the experiences of history teachers, their experience in applications related to values education, and their participation in in-service training courses on values education and history education. In the stage of determining the study group, the criterion sampling method was used because people with the characteristics determined in relation to the purpose of the study were selected. 17 of the teachers are women and 13 of them are men. 6 of the teachers are graduates and 24 are undergraduate.

2.3 Data Collection Tools

A semi-structured interview form was used in this study, which was carried out to learn the views of history teachers about the processing of values education. After examining the studies on the subject in the literature, interviews were made with 4 teachers who have the characteristics specified in the criteria of forming a study group, and then the findings obtained from this interview were presented to the opinion of 2 academicians who are experts in the field of history education and values education. After this preliminary study, in line with the following titles a semi-structured interview form was prepared; “History curriculum, history textbooks, the functioning of values education in history lessons (lesson process), the role of teachers, the role of the family, the use of information and communication technology, the role of the environment and peer groups, and the problems encountered in practice and solutions”. With the prepared form, it was tried to reveal the experiences

of the participants, the meanings they attributed to the events and the thoughts they formed in their minds about the situations they encountered, with in-depth open-ended questions. The semi-structured interview form prepared individual and focus group interviews were conducted with the participants in different time periods.

2.4 Data Analysis

The obtained data are given in detail with descriptive analysis. With the descriptive analysis, the data obtained were divided into categories. Data related to the problem were presented with direct quotations. After asking the questions in the semi-structured interview form, the data were presented by sticking to the original form of the collected data and making direct quotations from the statements of the participants. Some codes were determined for the data that were similar and close to each other in the opinions of the participants and were divided into categories from the codes. The frequencies of the opinions of the participants divided into themes are also given. Later, sample quotations were given to the opinions expressed by the participants. Sample quotations are given as (“T.1” instead of Teacher 1...).

3. Findings

The views of history teachers about the education of values in high school history lessons were collected under the following headings.

Table 1. What would you like to have in the high school history curriculum regarding values education?

Answers to the above question:

	Main Views	f
1	Explanations about values education should be expressed more clearly in the aims of the program.	24
2	The dominant values to be given in each unit should be clearly stated.	21
3	National and universal values should be specified.	20
4	Examples of activities that will transform values into behavior should be included.	19
5	Values consistent with the objectives in the units should be given.	17
6	Many examples of practices in Turkish culture in the historical process should be specified in the program.	17
7	An operation should be made to include technological issues.	12
8	Values and explanations about citizenship awareness should be given more space.	11
9	Common values should be emphasized.	8
10	Values related to current issues should be included.	5
11	Values education should be associated in all lessons as an interdisciplinary approach.	4
12	Values education should be covered in studies on oral history and local history.	1

History teachers believe that the explanations and instructions present in high school history programs should be revised in line with the opinions expressed in the table above. Accordingly, it is required to pay attention to the following issues in the new curriculum studies.

“In the aims of the program, expressing the explanations about values education more clearly, clearly stating the dominant values to be given in each unit, emphasizing national and universal values, giving values that are consistent and compatible with the gains, giving examples of Turkish culture within the scope of values education, taking an eye on technological developments taking into account, conducting studies that will contribute to the formation of citizenship awareness, emphasizing on common values and associating current issues with values, values education should be given by associating with other courses with an interdisciplinary approach.”

Main views of history teachers about the question:

- (T.6): In the history curriculum, rather than activities with low applicability, examples of activities with high applicability should be given. Text examples should also be shown in the programs.
- (T.13). Many topics from Turkish culture can be shown in the activity examples. For example; charity stone, payment of credit books by benefactors, foundation culture, studies about tolerance, exploitation policy, etc.
- (T.22): National and universal values such as cleanliness, hospitality, and tolerance should be included in history programs.
- (T.27): Besides the information and definitions, sample applications should be included. Considering the current issues and technological developments, the values in each unit should be given at a level that

the teacher and the student can actively function.

Table 2. What would you like to have in the high school history textbooks regarding values education?

Answers to the above question:

	Main views	f
1	Not only definitions and knowledge should be given.	23
2	Needs to be enriched with visuals.	20
3	Evidence-based activities should be done.	18
4	Case studies from Turkish culture should be given in texts and activities.	17
5	Examples of activities that will transform values into behavior should be included.	14
6	Common values of humanity should be gained with examples from different cultures.	13
7	Discourses and images of gender judgments need to be removed. It should be paid attention to have texts and images suitable for gender equality.	11
8	Texts should be selected in accordance with universal human rights.	8
9	There should be no marginalizing expressions in the books.	8
10	Activities should be appropriate for the students' level.	7
11	Suggestion should be avoided. The number of activities for moral reasoning and value analysis should be increased.	6
12	In the assessment questions, there should be questions that will enable students to develop critical thinking, problem solving skills and analyze them.	4
13	Guidance and activities should be carried out in a way to improve the digital literacy and media literacy of students.	4
14	Guidance for out-of-school research and activities should also be in the textbooks.	2

History teachers would like the following points to be taken into consideration in high school history textbooks regarding values education. *“Not only providing definitions and information, enriching the subject with visual materials, making evidence-based activities, providing activities that will help the recognition of Turkish culture and different cultures in accordance with the class level, conducting activities that will improve students' skills, texts having texts and images suitable for human rights and gender equality care should be taken.”*

Samples to the history teachers' statements about the question:

- (T.2): It should be included in history textbooks with exemplary texts and evidence that people of different beliefs and cultures lived in unity and togetherness in the Ottoman period.
- (T.9): Texts and images that will protect gender equality should be included. Woman; it should not be portrayed as someone who only takes care of children, cooks, ironing, and does nothing but housework.
- (T.20): General information is given in history lessons. The subject should be enriched with case studies and visuals that will support the given definition and information.
- (T.21): Many values of Turkish culture should be included in history textbooks.
- (T.25): Expressions in line with universal human rights should be included in the textbooks. Expressions that could lead to marginalization should be avoided.
- (T.28): When choosing textbooks, students' developmental characteristics should be taken into account. The texts should be attention-grabbing, relevant to daily life and leave a mark on the students' minds. For the success of values education, the texts selected in the textbooks will be directly effective.

Table 3. What should be considered in the processing of values education in schools?

Answers to the above question:

	Main Views	f
1	School administrators should provide all kinds of support for values education activities.	25
2	Schools should be able to provide materials to be used in values education.	21
3	Students' opinions should be taken while creating school rules and classroom rules.	17
4	Efforts should be made to prevent peer bullying.	16
5	Care should be taken to display behaviors appropriate to values education in social activities at school.	16
6	Game-based values education should be applied.	12
7	Students who avoid acts of violence, disrespect and fighting should be given awards that encourage positive behaviors. Students should be motivated.	12
8	Studies and programs that will give students responsibility should be included.	11
9	A democratic environment should be created in schools. Students and teachers should be able to express their opinions freely.	19
10	Museums should be opened in schools where they exhibit the historical values of the environment in which they are located.	8
11	Schools should organize trips to historical and cultural sites in their surrounding.	8
12	Cooperation should be made between teachers, administrators, parents and students on school culture.	7
13	Schools should have special classes for history lessons.	6
14	Students should be able to spend effective and productive time at school.	3
15	To students; Environments in which values such as scientificity, diligence and artisanship can be gained should be prepared.	3

History teachers stated the activities they would like to be done at school regarding values education as follows; *“School administrators support teachers and students, provide materials by the school, take the opinions of students while determining the rules in the school, work to prevent peer bullying, demonstrate behaviors that will set an example for values education in school activities, conduct game-based values education activities, give students responsibility, preparing a democratic environment in schools, ensuring that an effective and productive time is spent at school, etc.”*

The samples to the explanations by history teachers regarding the question asking: What should be considered in the processing of values education in schools?

- (T.5): Students should be involved in the creation of classroom rules and school rules.
- (T.8): If school administrators do not support teachers' studies on values education, this will decrease the motivation of teachers in their work in this direction. For this reason, school administrators should give the necessary support to teachers.
- (T.14): Failure to meet the necessary materials about values education by the school may adversely affect values education. Material support must be provided by the school.
- (T.17): Students who display positive behavior in schools should undertake the mission of role modeling among their peers.
- (T.19): In order to prevent peer bullying, values such as respect, love, respect for differences, and tolerance should be emphasized. Students should be encouraged to stay away from violence and solve their problems peacefully with each other.

Table 4. What are the duties of teachers in the process of teaching values education?

Answers to the above question:

	Main views	f
1	Teachers should understand the importance of values education. Values should not downplay education.	23
2	They should reinforce the subject by using rich materials in their activities.	23
3	Teachers should be good role models. It should use good communication language.	21
4	Teachers should avoid the method of indoctrination while dealing with values education. It should also use other methods.	18
5	Teachers should be able to use technological tools effectively.	15
6	Teachers should make students understand common values by giving examples from different cultures.	13
7	Teachers should make constructive discourse. Teachers should be consistent with what they say.	12
8	Teachers should be in good communication with students and their families.	9
9	Teachers should be given seminars on values education practices.	7
10	In addition to the text and visuals in the books, they should also use resources appropriate to the students' level.	7
11	They should be able to give students empathy skills.	6
12	The teacher should be able to grasp the facts of life to the students.	
13	The teacher must be just.	3
14	Teachers should encourage students and explain ways to happiness.	3
15	Teachers should try to raise students with conscience.	3
16	Teachers should motivate students, not constantly criticize.	2

History teachers said the following about the issues that teachers should do in the process of applying values education: *“Teachers’ understanding the importance of values education, seeing value education important, using rich materials, using different approaches in value education, motivating students, enabling students to be conscientious individuals, etc.”*

The samples to the explanations by history teachers regarding the question asking: What are the duties of teachers in the process of teaching values education?

- (T.5): Most of the teachers think that values education cannot be gained only at school. This thought negatively affects their motivation in values education.
- (T.12): Role modeling method is very important in values education. Teachers’ movements and behaviors are modeled by students. For this reason, teachers should take care to behave well in school.
- (T.14): Teachers ‘negative behaviors affect students’ acquisition of values negatively.
- (T.20): Most of the teachers do not know much about the values included in the program and how to teach values education. Seminars should be given to teachers on the practices of values education and books should be published for teachers on this subject.
- (T.21): The teacher should be just and compassionate towards his students. The student who sees this will understand the importance of being justice, compassion and conscientiousness. Educating students with conscience is the duty of the teacher.
- (T.28): The teacher should ensure that the students show empathy. They should make them feel the result of their behavior.

Table 5. What is the role of the family in values education?

Answers to the above question:

	Main views	f
1	Family is the most important part of values education. Parents should try to raise conscious and sensitive children.	22
2	Families should cooperate with teachers.	20
3	Families should be good role models for children.	20
4	Families should pay attention to their children’s circle of friends.	16
5	Families should not leave their children unattended. It should help them choose their friends well.	14
6	Families should impose responsibilities on their children.	14
7	Families should make constructive statements to their children. Children insults, swearing, etc. should not.	13
8	Families should listen to their children and be in good communication.	9
9	Seminars about values education should be given to families.	9
10	Correct information learned at school should avoid doing otherwise.	5
11	Families should protect their children from the bad consequences of technology.	5
12	Families should not fight in front of their children. He should not say bad words.	4
13	Families should raise their children with compassion towards people and other living things.	2

History teachers expect the following behaviors to be shown regarding the duties of the family in values education; *“Parents should raise conscious and sensitive children, cooperate with teachers, be good role models for their children, communicate well with their children, protect their children from negative aspects of technology, guide their children in choosing friends, etc.”*

The samples to the explanations by history teachers regarding the question asking: What is the role of the family in values education?

- (T.4): The most important part of values education is family. For this reason, families should be educated about values education.
- (T.6): Teachers and parents should be cooperative in values education.
- (T.7): Children do what they see more than they hear. While talking about the negativity of swearing at school, the child who hears the father swearing at home will destroy all perceptions in his mind. Therefore, the family should be very sensitive about this issue.
- (T.16): Parents should be actively involved in values education activities at school.
- (T.21): Families raise very fragile and fragile children. Families should be informed about giving responsibilities to their children. Parents should teach their children to love living things and to be compassionate.
- (T.26): Parents do not give their children tools such as computers, tablets and mobile phones and do not control what they do. Later, my kid complains that he visits bad sites, gets bad behavior. Parents should be more conscious of this.

Table 6. What is the role of the use of information and communication technology in values education?

Answers to the above question:

	Main Views	f
1	Programs contrary to social morals should be prohibited.	24
2	Students do not use technology consciously.	22
3	It prevents students from gaining social skills.	21
4	It directs students away from the real world and into the world of dreams.	21
5	Attention should be paid to abuse, bullying, and security issues.	20
6	Clips and some lyrics broadcast on social media platforms and TV channels should be prevented from containing dirty words.	19
7	Educational documentaries and films prepared with effort should be made available to students.	19
8	Games and programs that lead students to gain negative behavior should be blocked by official channels.	19
9	Secure internet application is required.	17
10	Programs with bad content such as sexuality, violence, and slang negatively affect students' value acquisition.	14
11	It creates a culture of anger and fear.	13
12	Important personalities and beautiful case studies in our history can be brought together with students thanks to technological tools.	12
13	People are getting lonely.	10
14	Technological addiction is increasing and cybercrime begins to be committed.	9
15	Ways should be sought to benefit positively from the internet world.	9
16	With the uncontrolled spread of wrong behaviors and wrong information, the sense of trust in the society is lost.	6
17	It causes bad behaviors such as not trusting people and not helping others.	3
18	It provides homeschooling and interaction with different people.	2

History teachers shared the following views on the role of information and communication technology use in values education. Meanwhile, the positive aspects of technology were also mentioned: *“Preventing programs that are against public morals, using technology consciously, abuse, bullying, violence, slang, etc. bad content can easily reach students through technological tools.”*

The samples to the explanations by history teachers regarding the question asking: What are the roles of using information and communication technology in values education?

- (T.1): The acceptance of songs that contain lyrics that are not suitable for social morality in our society and even listening to the lyrics of these songs without any objection is an important indicator that we have lost our values.
- (T.3): Movies and songs that convey immorality and immorality with subliminal messages have

increased considerably.

- (T.11): Showing women as a product in advertisements does not suit our culture and humanity.
- (T.14): Magazine and marriage programs are the product of cultural imperialism, which tries to destroy our culture and values.
- (T.18): The fact that TV programs contain violence, slang and sexuality negatively affect the value perceptions of children.
- (T.21): Children take their beloved singers, football players, etc. as models. It takes as an example and applies the behaviors of the people they model without questioning whether it is correct or not. Parents and teachers should raise awareness of children on this issue.
- (T.23): Animations, films and documentaries describing the lives of historical figures and exemplary characters should be prepared and made available to students.
- (T.26): We should not be angry with children about social media and internet usage. If we grown-ups set a good example for them with our good behavior, our children will not behave badly either. But children and young people are often blamed. This is running away from simplicity. Adults will be conscious so that children learn good behavior from them.

Table 7. What are the effects of the environment and peer groups on values education?

Answers to the above question:

	Main views	f
1	Peer bullying should be considered.	25
2	Bad behavior is accepted more quickly.	20
3	The influence of friends is greater than that of family.	20
4	Seniors should be good role models.	16
5	Children compromise their personality in order to impose themselves on their friends and environment.	14
6	The places where children go should be controlled.	14
7	Since children spend time with technological tools, they have difficulty in communicating with their friends and environment.	13
8	Children should pay attention to the places and friends where they will be encouraged to commit crime.	13
9	Families should communicate well with their children during adolescence.	9
10	Positive behaviors should be displayed in the environment. Children should not be treated badly.	9
11	The correct information learned at school should not be impaired in the environment and friendships.	5

History teachers stated the following about the influence of the environment and peer groups in values education: *“Peer bullying is a result of the positive and negative effects of the events in the environment on children and the effects of the friend environment on children.”*

The samples to the explanations by history teachers regarding the question asking: What are the effects of the environment and peer groups on values education?

- (T.6): Children find it difficult to communicate with their peers as they spend time in front of TV, tablet and computer.
- (T.7): Children who started to become addicted to social media take the people who are a phenomenon in social media as a model. Communication with peers at a young age is important for their social development. Children should not be allowed to spend too much time in front of TVs, tablets and computers, and these times should be spent with their peers.
- (T.18): Children who are not aware of their own values are affected by their peers. For this reason, activities such as value disclosure are made in the classroom to make the peers feel what value they adopt in the face of events and the child can feel what value should behave in the face of some events.
- (T.30): Peer dimension is of great importance in values education. Bad friendships darken children’s lives.

Table 8. What are the problems encountered in applications related to values education and solutions?

Answers to the above question:

	Main views	f
1	The method of suggestion should be abandoned and used in other approaches.	23
2	Instead of constantly telling information, students should be made in practice.	18
3	Alternative teaching techniques should be used actively in studies on values education.	17
4	Materials such as case studies, films, documentaries, visual materials, newspaper clippings should be used effectively.	15
5	Only formal activities such as value of the month, value board and value tree in schools should be transformed into more functional activities.	14
6	Values such as respect, love, justice, courtesy, thankfulness, love of language and love of religion should be studied with good practices in education.	13
7	First, the teacher must believe that values education can be achieved.	10
8	Students should be encouraged to learn from close and far to cultural values.	9
9	Literary works such as proverbs, idioms, examples from the lives of famous people should be used.	8
10	Trips to historical places and meetings with exemplary people should be made.	8
11	Fairness must be exercised when applying rewards and punishments.	7
12	Activities appropriate for student level should be done.	7
13	Teachers should prefer constructive language and style instead of criticizing.	7
14	Parents should be actively involved in the process.	6
15	Books appropriate for the level should be read.	5
16	Traditional games should be taught and practiced. Thus, students can be excluded from computer and internet games.	3

History teachers stated the following about the problems encountered in values education practices and their solution suggestions: “*Enriching the methods and techniques to be used, believing the importance of values education by the teachers, enriching the materials to be used and making the activities suitable for the student level.*”

The samples to the explanations by history teachers regarding the question asking: What are the problems and solution suggestions encountered in applications related to values education?

- (T.2): Our teachers generally use the method of indoctrination in values education. They are even unaware of other methods of education in values. It is necessary to use methods different from the suggestion method in the education of our teachers’ values. Seminars about the methods to be used in values education should be given to our teachers who feel insufficient in this regard.
- (T.6): Teachers should question why they want to gain the values they try to gain. However, he should think about how to transform the value he wants to gain into behavior and plan his lesson accordingly.
- (T.7): Making films, documentaries and animations watched instead of processing values using only textbook and panel activities; many activities such as organizing trips to historical places, visiting the people loved and valued by the society as exemplary people can be organized.
- (T.11): It is important that the games, which have sunk into oblivion in our culture, are played by the students at school during the activity hours. In this way, students will be aware of real-life games outside the internet and computer world and their socialization will be healthier. Our traditional games should be taught to students and our cultural and social values should be taught in practice.
- (T.15): Reward and punishment method should not be used in values education. Good behavior of children; He must do it because he wants to, not to get reward or escape punishment. The child should do it because he internalizes a value. Otherwise, we raise individuals who do not throw garbage on the ground when there are people around, but throw their garbage on the ground when there are no people around.
- (T.18): Communication language is very important in values education. It is more important to tell the truth with positive statements rather than negative statements. Rather than saying “You shouldn’t do this”, “it would be better if you do this”, “We should make sentences like” It is more important to earn by working and labor “instead of” “stealing”.
- (T.20): Practical activities should be carried out on values such as respect, tolerance, justice, truthfulness, sincerity, love of language, love of religion, respect for differences, courtesy, conviction and gratitude. These values cannot be taught only by suggestion.
- (T.26): In the program, examples of activities with high applicability should be given rather than

activities with low applicability related to values education.

4. Conclusion and Discussion

In the aims of the history curriculum, “The rapid changes in science and technology, the changing needs of the individual and society, the innovations and developments in learning teaching theory and approaches have also directly affected the roles expected from individuals. This change is one that produces knowledge, can use it functionally in life, problem solving, critical thinking, entrepreneurial, decisive, capable of communication, empathic, contributing to society and culture, etc. It describes an individual with qualifications. The education programs that will serve individuals with this quality texture have been prepared in a simple and understandable structure that takes into account individual differences, aiming at gaining value and skills, rather than a structure that conveys information only... Achievements and explanations can be established” (MEB, 2018, p. 4). In the findings obtained from the research, teachers want the values to be given in the curriculum to be more specific, explanations not to be general, to emphasize national, universal and common values, and to associate values with current issues. They want to give examples of activities related to values education in the program and to be enriched.

The current program must be taken into account when preparing history textbooks. For this reason, in order to teach effective values education in history textbooks, full and understandable guidance should be made in the program. In the statement about the education of values in the history curriculum; MEB (2018, pp. 5-6) Raising individuals who adopt basic values is its primary duty; it must be able to influence the values, habits and behaviors of the new generation. The education system fulfills its function within the framework of the aim of gaining values with an education program that includes education programs. “Educational program”; It is created by taking into account all the elements of the education system such as curricula, learning and teaching environments, educational tools, extracurricular activities, legislation. With this understanding, our values in the curriculum, a separate program or learning area, unit, subject, etc. was not seen as. On the contrary, our values, which are the ultimate goal and spirit of the whole education process, are included in each and every unit of the curriculum. Very general explanations are made in the form. History teachers think that it is not enough to give only definition and information about values education in both the curriculum and history textbooks. It is expected that there will be explanations about what activities and activities the teacher and student can actively do. Besides; they say that national and universal values such as cleanliness, hospitality, and tolerance should be included in history programs. They state that textbooks should include texts and images suitable for human rights and gender equality. School period is an important process in terms of gaining values. Schools; it has features that help individuals to act in accordance with the desired behaviors of the society. In schools, it is important to raise individuals with democratic attitudes and behaviors as well as moral development. Because there is an indispensable relationship between democracy and values. Teaching the concepts such as respect for human rights, equality, freedom, tolerance, differentiation, freedom of expression, critical thinking and avoidance of violence, which are associated with democracy, is among the scope of values education (Akan, 2020). In order to train individuals who are conscious and sensitive to social problems in schools, moral awareness should be given to students. Moral education to be given in democratic environments is among the important goals of schools (Dolph & Lycan, 2008). In the school, which is one of the most important centers for gaining values according to history teachers; Teachers and school administrators should motivate students, have activities to increase students’ motivation, distribute free activity materials, and provide them with a democratic environment where they can be responsible instead of criticizing them. In addition, activities to prevent peer bullying should be carried out in schools. If these processes are carried out in a healthy way, values education can be given more effectively and permanently in a democratic environment in schools.

In today’s democratic societies, many values that regulate human relations are becoming more and more prominent as well as academic success. Teachers, families, society and the media have an important effect in raising individuals who recognize and adopt national, spiritual and universal values and transform them into behavior by internalizing them (Kılıç & Babayigit, 2017). Teachers, who have an important place in values education, should understand the importance of values education, use rich materials in their lessons, and motivate students. Teachers who are role models should set a good example of their attitudes and behaviors. Otherwise, an effective education of values will not be required just by suggesting students. It is very important for parents to act consciously and sensitively. Teachers and family should be able to be in constant communication. The education of the student at school should be reinforced at home. Parents should also be a good role model for their children. One of the most important problems of today is the use of information and communication tools used unconsciously. In particular, students should be kept away from programs that are not suitable for social ethics. Students should not watch bad content such as abuse, violence, bullying and slang. It is

important that parents and teachers keep students away from the disadvantageous effects of technology and spend quality time with students. Students should feel part of the real world and not live-in social media. Students who cannot socialize with their parents and friends find themselves in the virtual world. For this reason, it is necessary to contribute to the conscious socialization of students. Because, as Emiroğlu (2017) stated, one of the biggest factors in socialization is education of values. It is certain that the education of values to be given in this context will make a great contribution to the young people's socialization and establishing harmonious relations with the society. Because education affects people more mentally, and this information also provides people's attitudes and behaviors and then socialization.

Young children play imaginary digital games on the computer and screen instead of playing natural games on the street. It is necessary to provide environments where they can share with their peers without allowing modern technology to adversely affect the development of children. It is important to strike a balance between modern technology and the reality of life (Burrows, 1997). Burrows made this statement in 1997. Today, this problem makes itself felt more. When the answers given by history teachers about the role of environment and peers in the process of values education, socialization is weak, it has been stated that peer bullying has increased and children are in captivity of technological devices such as TV, tablet and computer.

Schools, families and teachers should not evaluate children by looking only at their quantitative achievements in the academic field. As stated in Kaliannan and Chandran (2010), besides quantitative academic achievements, it is necessary to try to raise the child in a way that is self-confident, honest, love, respect and other moral values with a holistic view of the development and situation of the child. In this way, vandalism and bullying can be prevented. A holistic methodology is created, and the environment and school can be integrated.

As stated by the history teachers who participated in this study, more effective values education activities are carried out with the cooperation of family, school and environment. In addition, they stated that in every question asked to history teachers, it is necessary to keep up with technological developments and to be more conscious of technological developments. Conscious use of technology and important steps should be taken in values education on cyberbullying.

According to Pamuk (2007, p. 45), "Media constitutes an important part of children's lives and moral judgments are learned from television through modeling. It is an important handicap that children and young people receive their moral modeling from television and media, whose main purpose is not to support moral development. As a result, especially among young people, violence and vandalism, theft, deceit, disrespect to authority (not valuing their teachers), cruelty, fanaticism, slang language, rapid sexual development, increased selfishness and decreased respect for civil rights, addictive substance use (alcohol, drugs, etc.). There is a general increase in such behaviors. Control of families alone is not enough against this overall effect. For this reason, the role of the school as a moral educator has gained more importance." As Ulusoy (2017, p. 389) stated, "While privacy in online social media environments, the dissemination of private and personal information of individuals in a short time, the negative effect of private life, the disclosure of some videos and images and their use as a threat tool in society; It also causes chaos and conflicts within the family." In order to avoid situations, families, teachers and children should be more careful. History teachers should also have activities that will provide positive behavior on this subject.

In the study of Ulusoy (2017, p. 397), "While history teachers think that students can easily access substances, they do not find the attitude of parents on this issue sufficient and emphasize that families are effective in increasing substance addiction." For this reason, attention should be paid to students' peer choices, their friendship in social media environments and their quality of leisure time.

According to history teachers, values education has an important place in order to raise individuals who have internalized their own cultural values and internalized national and universal values. It is necessary to prepare environments where students can participate more effectively, where family and school cooperation is strengthened, and technological developments are used to gain positive behavior. In values education, it is expected to be used effectively in modern methods as well as traditional methods.

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