

Abstract

The aim of this study is to determine the realization levels of values education implementations in teaching Turkish by taking the opinions of Turkish teachers. The sample of this study conducted in the survey model comprises 108 Turkish teachers employed at different secondary schools in Erzurum, Bayburt, Gümüşhane and Trabzon in the Spring semester of 2015/2016 academic year. "Teachers' opinions on the implementation of values education in teaching Turkish scale", which consists of 21 questions in the form of a 5-point Likert-type scale allows responses of "always, often, sometimes, rarely, never", and it was prepared by considering the "Values Education Yearly Plan" published jointly by Erzurum Governorship and Provincial Directorate for National Education in accordance with the aim of this study, and receiving opinions of Turkish educators, Turkish teachers and domain experts. The data were evaluated by performing frequency analysis in the SPSS 18 package program. Validity and reliability of the scale were found to be 0.81 as the Cronbach's Alpha value as a result of analysis, and 0.649 as the test statistic as a result of the KMO (Kaiser-Meyer-Olkin) test. This result shows that the scale applied in the study is valid and reliable.

As a result of the study, it was found that Turkish teachers implemented the cleaning value always; salutation and smile, tolerance, determination and stability, helpfulness, compassion and grace, friendship values often; love and respect, patience, apologizing and forgiveness, empathy, gift giving, and fidelity values sometimes; saving, responsibility, sacrifice, fairness, generosity, reliability values rarely in values education in teaching Turkish.

Key Words: Turkish teachers, Implementation of values education, teacher opinions.

Introduction

Rapidly accumulating information is developing communications technology and transportation facilities quickly. "In today's society, a student spends an average of ten thousand hours on video games and talking on a mobile phone, receives or sends two hundred thousand e-mail messages before reaching higher education" (Yapıcı, 2016: 170). Thus, the world is becoming smaller rapidly and it is possible for people belonging to different languages, religions, races, cultures and values to come together. Even people who live in the same community and have common cultural characteristics may sometimes think and act differently in the face of the same stimulant. In order to form a

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harmonious unity of these differences, it is important for social peace and trust that complementary and unifying values, which are particularly awareness of living together, love, respect, kindness, tolerance, etc. are intimately conscious and oriented towards the individual. The indispensable way to do this is through implementation of values education. Values are an essential part of education.

Countries raise people who fit their social characteristics in their own educational process. For this reason, "the process is not left in the hands of random effects of coincidences and acculturation. Societies have identified and controlled the aims and content of the educational process to teach people about public awareness and importance of living together. In this sense, education has become institutionalized as a public service" (Fidan, 2012: 6).

In the process of education and training, both parents and teachers have been involved with concerns of providing the students with a good education. For this reason, they have tried to give the best education to the students in each period of their academic lives. In the education and training process, although foremost among these aims have been acquiring academic knowledge and vocational qualification, education and teaching have an effective role in the formation of student behaviors, characters and personalities. Individuals who have national and spiritual values as well as knowledge, who are professionally competent, educated and self-educated, have been accepted by the society. "Education demands that the people who want to train have the best character and consciousness as well as having the best equipment. Everywhere in the world, education demands adoption of value judgment of the society in which people are born and raised. Important tasks are under the responsibility of our education system for reaching goals that make the people conscious, cultured and provide values, which is highlighted especially in the goals of Turkish National Education and educating the people in this line is specified as a target in Turkish national education policies" (Ulusoy and Dilmaç, 2015: 1).

Values are among the most important elements that form our living, our way of life and our point of view. "Values are standards of real behavior that are agreed upon and shared by most people. They are beliefs and rules that guide and lead our behaviors" (Oğuz, 2012: 1309). The concepts that make up values are necessary for people to be able to grow up as virtuous individuals, establish peace, trust and order in the society, and transform society into a livable, ideal field. "Values ensure that moral structures of educated people are improved and relationships with other people progress on an ethical level. Besides, values education helps people to come to a conclusion by criticizing their own experiences" (Stephenson and etc., 1998: 162-163). In this respect, values are common rules of life that are accepted by the majority and necessary for ensuring the peace and security that is desired for sustaining the existence of a society and its role in bringing coexistence. In other words, values are a community's identity codes. While raising individuals and generations, if these codes are not coded correctly into the characters of the individuals, the culture of the society will deteriorate, and even if progress is ensured in terms of economy, science and technology, social depressions will be inevitable.

The concept of value is a very broad concept used by many scientific fields including economics. "In terms of its origins, it has transitioned from economics to ethics" (Kuçuradi 2003: 38). However, the concept of value has not approached the same meaning within each discipline. "For example, while philosophy deals with the fact that

value is based on an objective essence, psychology is concerned with guiding human behavior" (Akyol, 2012: 16).

In recent years, values have widely become subject of research by educational scientists. "Because of the constantly changing, developing, uncertain world, values education has become an important issue" (Şen, 2007: 4). Therefore, while defining values education and values, different definitions are drawn when the relevant field literature is examined. According to Akyol (2010), briefly, values education is the activity of adding value. As discussed in more detail, Hokelekli and Gunduz (2007: 385) described values education as an attempt to teach values openly and consciously for some people, and according to other people, its aim is to instill required skills and tendencies for improving people directly or indirectly about the understanding and knowledge of the values and ensuring the people behave in line with some values as individuals and members of broader society. Bolay et al. (2004:14) described values as the aims desired and fed against a need. Fichter et al. (2006:167) stated that values are the criteria of being mindful and sense-making to culture and society. Güngör (1996: 25) stated that if value-judgment is a statement identifying whether something is desirable or not, value is a belief about the thing being desirable or not. Köknel (2007: 17) described value as an abstract unit of criteria for identifying the importance of an abstract or concrete concept; (Rokeach, 1973; Robbins, 1994) values also have a lasting effect on people's behavior; (Theodorson, & Theodorson, 1979) specific actions and objectives are abstract, generalized behaviors and principles that provide a basic standard in judging and are formed by strong emotional ties of members of a group, it is a word describing the importance and state of living or non-living things, events, facts. Value has an important place in directing determination and shaping of attitudes and behaviors of individuals. Values have a very important notion in determining the outlooks of the individual to the outside world and developing human perceptions.

Nowadays most people believe that value education for the individual begins and also develops in the family. Today, however, there are serious changes in family structure due to socio-economic conditions. The changes seen in the family structure require that the mother works.

Full-time work of the parents leads to lack of communication within the family. "Through the visual media, the individual sees and hears a lot of things, and he does not know which behavior is right or wrong, so, chaos occurs in children's minds" (İşcan, 2007: 30). Since values have a very important place in representing and shaping our lives, the development of value education in children should not be left to chance. For these reasons, schools and teachers have an important duty to teach their classes by providing the concept of value and developing values in the individual. Teachers should be models to develop values in education and its processes involving students.

Due to the importance of value education mentioned above, studies on values education has gained importance, and many master and doctoral dissertations, paper presentations and similar studies have been prepared in this field. In the course of extensive studies on the Ministry of National Education's curriculum in 2003, "value education" has been included directly in many courses. The values to be given directly in many curriculums such as Social Studies, Life Sciences and Turkish curricula are specified according to themes and units, and the texts related to these values are included in the course and textbooks.

Especially in the Turkish Language Teaching Program, it is aimed to "raise individuals

who understand what they listen and read in printed and electronic media, express themselves in written and oral terms, think critically, reflectively and creatively, and are sensitive to national, spiritual and universal values” (Ministry of National Education, 2005: 3).

Table 1. The Values Education Program Published by the Ministry of National Education

MONTHS	VALUES TO BE HANDLED
OCTOBER	Greetings and Smile Tolerance Saving
NOVEMBER	Love and Respect Patience Apologizing and Forgiveness
DECEMBER	Responsibility Sacrifice Fairness
JANUARY	Honesty Empathy
FEBRUARY	Hard-work Determination and Stability
MARCH	Helpfulness Generosity Gift giving
APRIL	Thanking Compassion and Grace Hospitality
MAY	Companionship Cleaning Fidelity

This program was prepared for the academic year of 2015/2016 (Commission, 2014: 56).

Turkish textbooks are the main sources of education and training. Çeçen, Çiftçi & Melanlıoğlu, (2007: 206) described textbooks as printed education and training materials consisting of rich texts which are appropriate for the cognitive and affective levels of students and are prepared for the age and information level, based on the aims and gains of related education programs and transferring the included information to the student through teachers. Teachers are important mediators between the student and the text in teaching the goals and desired outcomes in the curriculum. Transformation of texts in the textbooks into a functional intermediate in the values education depends entirely on teachers. Turkish teachers introduce the basic values of the society to the students through texts of the lesson. "In this respect, textbooks and teachers which are an indispensable part of the education and training process, have great importance in adding and communicating values" (Kaygana and etc., 2013: 658).

As Çelikpazu and Aktaş (2012,417) stated, students recognize different social roles due to the texts in the textbooks, know the right from the wrong by transmitting/implicating the national and universal values stated in the texts and learn to think and act right. The effective use of texts in textbooks in adding value and value education also depends on

the effectiveness of the teacher. With this issue, Turkish teachers have an important role both in gaining mother tongue skills and in teaching and transferring of value.

The Purpose and Significance of the Study

In a rapidly changing world, human life keeps pace with this change. Lives, attitudes, selectivity, needs and problems of the individual are also changed. As seen in contemporary societies, our country also aims to train generations who can keep up with this change through education. However, when the Turkish education system is examined, it is observed that there is a trend that educates students more in the academic direction.

The aim of the national education system is to teach students how to behave in the moral direction in society, to gain problem solving skills, to prepare for daily life, as well gaining the required knowledge and skills. This increases the value of the education system to value education. It is possible to raise individuals who are behaving in accordance with social values and living as a result of the society in which they live, and introduce them into the society by provision of effective values education.

In this study, it was aimed to determine the opinions of the teachers about the activities that Turkish teachers organize for the levels of realization of values and values education practices as well as the activities they perform for gaining native language skills, and thus, to determine the level of importance given by teachers to their values education practices.

Problem Statement

What is the level of Turkish teachers' opinions about the level of realization of values education practices in teaching Turkish?

Method

Model of the Study

This study was carried out with the scanning model as a scientific research technique. The scanning model is a research approach aimed at revealing an existing situation as it is. This way, in a population consisting of a large number of elements, it is aimed to reveal a general judgment about the population by describing the existing situations, conditions and characteristics of a group chosen from among the entire population (Karasar,2009).

Sample of the Study

The study population consisted of Turkish teachers in Erzurum, Bayburt, Gümüşhane and Trabzon. The representative sample consisted of 108 Turkish teachers who were employed at different secondary schools during the Spring semester of the academic year of 2015/2016.

Data Collection and Analysis

“Teachers’ opinions on the implementation of values education in Turkish education scale”, which consist of 21 questions and grades responses as “always, often, sometimes,

rarely, never” in a 5-points Likert-type measurement, was prepared by researcher considering the “Values Education Yearly Plan” published jointly by Erzurum Governorship and Provincial Directorate for National Education in accordance with the aim of this study, and receiving opinions from Turkish educators, Turkish teachers and domain experts. The obtained data were evaluated by performing frequency analysis in the SPSS 18 Package program. Validity and reliability of the scale were found to be 0.81 as the Cronbach's Alpha value as a result of the analysis, and 0.649 as the test statistic as a result of the KMO (Kaiser-Meyer-Olkin) test. This result shows that the scale applied in the study was valid and reliable.

Findings and Comments

This section includes findings obtained in the study and comments on these findings.

Table 1. Teachers’ Opinions on the Implementation of Values Education in Turkish Education Scale

TEACHER’S OPINIONS ON THE IMPLEMENTATION OF VALUES EDUCATION IN TURKISH EDUCATION SCALE	Never	Rarely	Sometimes	Often	Always
I organize activities that teach students the habit of greeting during times of encounter and returning.	-	-	-	75%	25%
I organize activities that allow students to be tolerant of other people.	-	-	1.9%	69.4%	28.7%
I organize activities that ensure students to be saving.	13.9%	67.6%	18.5%	-	-
I organize activities that ensure students to be respectful individuals.	-	15.7%	70.4%	13.9%	-
I organize activities that ensure students to be patient.	0.9%	21.3%	68.5%	-	-
I organize activities that improve students' feelings of apology and forgiveness when necessary.	-	20.4%	73.1%	6.5%	-
I organize activities that ensure students to be responsible.	6.5%	69.4%	23.1%	-	-
I organize activities that develop students' sense of sacrifice.	8.3%	70.4%	18.5%	-	-
I organize activities that ensure students to be reliable individuals	5.6%	71.3%	23.1%	-	-
I allow the students to gain the ability to put themselves in the place of other people (empathy).	-	10.2%	75%	14.8%	-
I organize activities that ensure students to have determination and stability.	-	-	1.9%	66.7%	31.5%
I organize activities that ensure			0.9%	70.4%	28.7%

students to be helpful.	-	-			
I organize activities that ensure students to be generous.	3.7%	68.5%	27.8%	-	-
I organize activities that ensure students to give gifts on special, meaningful days and times.	-	13.9%	75.9%	10.2%	-
I organize activities that ensure students to be hospitable.	-	7.4%	75%	17.6%	-
I organize activities that ensure the students to be compassionate and graceful for people who are weaker than them.	-	-	-	70.4%	29.6%
I organize activities that enhance students' friendship relations.	-	-	-	75.9%	24.1%
I organize activities that ensure students to be clean individuals.	-	-	-	30.6%	69.4%
I organize activities that ensure students to be individuals with an enhanced sense of fidelity.	-	15.7%	73.1%	11.1%	-
I organize activities that ensure students to be reliable individuals.	8.3%	69.4%	19.4%	2.8%	
I organize activities that give students the habit of thanking when necessary.	-	19.4%	75.9%	4.6%	-

As a result of the study, it has been detected that Turkish teachers implemented the cleaning value as always; salutation and smile, tolerance, determination and stability, helpfulness, compassion and grace, friendship values as often; love and respect, patience, apologizing and forgiveness, empathy, gift giving, fidelity values as sometimes; saving, responsibility, sacrifice, fairness, generosity, reliability values as rarely in the values education in Turkish teaching

Discussion and Conclusion

With recent events, it has been a common opinion of both educators and families that the academic knowledge given in the school would not be sufficient for succession of students in social life. The cultural and moral deterioration that has occurred in the society in recent times has been the most important problem for both parents and educators.

Today, the values which are indispensable parts of living together such as acting on the moral values of the society, grace, tolerance, respect for others and cleanliness become as important as students gaining native language skills. An individual is judged as a whole with these characteristics. Today, schools are the most important institutions in which education and training activities are carried out. Schools are essentially responsible for gaining both academic knowledge and the ability to understand values that make individuals human. This study, questioned the realization and importance levels of value education, which should be given to students in addition to academic knowledge in Turkish classes.

As a result of the study, it was found that approximately 70% of the Turkish teachers who participated in the study always applied activities related to the value of cleanliness, which is closely related to the personal, daily and social lives of students; and they applied this value to the highest extent among all others. It was seen that Turkish teachers often applied greeting and smile, tolerance, determination and stability, tolerance, compassion and grace, and friendship values, which are the main elements of the cultural side of the Turkish language. It was determined that activities related to love and respect, patience, apology and forgiveness, empathy, gift-giving and fidelity values were sometimes applied by Turkish teachers, while these values were paid a lower importance than all others. It was seen that activities related to saving, responsibility, sacrifice, fairness and reliability were rarely practiced by Turkish teachers.

Can (2008) studied teachers' opinions on the implementation of values education and found that teachers used the value of empathy effectively. Oguz evaluated teachers' opinions about values and values education in his study carried out in 2012, and found that teachers paid attention to the values of equality, helpfulness, loyalty, forgiveness, fidelity, responsibility, friendship, honesty, goodness, and cleanliness on the highest level. Altunay et Al. (2011) examined the opinions of teachers in information society based on some variables and found that traditional values like reliability, friendship, responsibility, fairness, trust, love and respect and loyalty were all considered important by teachers. Kolaç and Karadağ (2012) identified the meanings that Turkish teachers assign to the concept of value and found that Turkish teachers regarded values such as respect, tolerance and fairness to be important. Findings similar to those of this study were found in other studies on teacher opinions. Dilmaç et al. (2008) examined the value perceptions of prospective teachers in terms of different variables and argued that prospective teachers paid utmost importance to values such as reliability and goodness. In another study conducted by Kuşdil and Kağıtçıbaşı (2000), it was found that teachers paid attention to values of benevolence and reliability. According to Erkan (2006), the world views and value perceptions of Turkish society are constituted by norms and behaviors which are parts of the cultural field, rather than technological and scientific elements. The results of obtained by Altunay et al. (2011) were similar to those in this study.

Recommendations

Based on the results of the study, some recommendations regarding implementation of values education in the curriculum are provided below.

Students' acquisition of the values included in the Values Education Program and aimed for teaching should not be limited to Turkish teachers, courses and the activities, and studies realized for other courses and teachers of other branches will support the outcomes of values education.

Families should follow the value education provided at school closely, and strong teacher-parent communication should be provided. Parents should also support the value education teachings given at school, and they should show exemplary behavior in front of their own children in an appropriate, consistent manner in accordance with this education.

Teachers should pay more attention to social values and behaviors that improve the social skills of students and the benefits for community involved in values education.

Coordination of all teachers in gaining values intended for value education and implementing value education will help implement this program more effectively.

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