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*Research Article*

## Teachers Views on The Effectiveness of Visual Arts Education

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### Abstract

The aim of this study is to reveal the opinions of teachers about the effectiveness of the fine arts course in transferring the values to the students studying in primary and secondary schools. Phenomenology (phenomenon) pattern was used in the study conducted by qualitative research method. The study group consisted of 19 teachers aged between 24 and 50 years. Appropriate sampling technique was used to involve teachers in the research. Within the scope of the research, interviews were made with visual arts teachers working in primary and secondary schools of Ministry of National Education in Konya. In the scope of the research, semi-structured interview form, consisting of open-ended questions, was used to get the views of visual arts teachers about the effectiveness of the visual arts education course. The data obtained through interviews were analyzed with content analysis method. In the content analysis, an inductive approach was presented, first categories were created and then the themes representing the categories in the best way were formed. As a result of content analysis, 5 themes emerged. These themes can be listed as follows: The role of the visual arts course in the value transfer, the different aspects of the visual arts course from the other courses in the value transfer process, the methods and techniques that can be used in the visual arts course in the value transfer, the effect of the use of the visual arts course in the value transfer on the students' attitudes and behaviors, contribution to moral development. These themes are divided into several categories. The results of the research were discussed and recommendations were made in the light of the relevant literature.

### Key Words

Value • Value transfer • Visual art course • Qualitative research

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Values are closely related to people's feelings, thoughts and behavioral dimensions. Social scientists state that values have a fundamental importance in explaining human behavior. When we look at the last few centuries, values have been one of the main problems of the social sciences. In recent years, we have seen that various disciplines in various fields of social sciences consider this subject as a research topic. We can show sociologists, social psychologists, anthropologists and psychologists among scientists who do research in this field. The concept of value has brought different explanations to different disciplines. While value is defined as a system of beliefs that direct people's behavior (Ulusoy and Dilmaç, 2015).

In a society's life, everything is perceived by values and compared with others. Individuals generally adopt the group, society and cultural values they live in and use them as criteria in their reasoning and choices. Thus, they will be able to achieve general judgments such as better, more right, more appropriate, more beautiful, more important and fairer. Values play an important role in determining normal or abnormal behaviors in society. Individual attitudes and behaviors remain under the influence of values contained in moral and values, customs and traditions. However, these values are embodied within the norms and they become effective through norms. Because the norms against the values that are more general and abstract, sanction forces constitute a distinctive element of social life (Dilmaç et al., 2009).

Although many studies have been carried out on the concept of value, no agreement has been reached yet on the scope of values. In some periods, it has been suggested that the value concept in which values are not based on an objective basis has a subjective quality. Values have been tried to be explained by many theoreticians by explaining them with various concepts. Each discipline has chosen and explored the dimension that is of interest to this concept and ignores its other dimensions. For these reasons, a common definition could not be reached (Güngör, 1993). Therefore, it is possible to find various definitions in the literature about the value concept. It is also natural to make different definitions and classifications of values covering a large area (Özensel, 2003).

Rokeach (1973), who defines value as the standards guiding the life of individuals, has stated that it is the determinant of social attitudes and behaviors. Rokeach (1973) stated that the values have continuity and relativity characteristics and firstly emphasized the continuity feature. He considered the concept of value as the schemes that produce behaviors that individuals find meaningful to both themselves and to the people around them. For example, if the individual performs help behavior as meaningful to both himself and others, the schema that reveals the help behavior and help behavior is a value for that person. Cevizci (2002), who treats the value as a practical orientation, expresses that there is definitely a personality there when it comes to value. The value that exists as a criterion is an attribute that the subject loads into the object.

Before addressing the place of art education in values education, the definition of art should be emphasized. The role of art in shaping the competences of young people in line with the needs of our age is increasingly accepted in the world, particularly in Europe. Art education is effective in the individualization of the individual in a healthy and balanced manner and being a tolerant, sensitive, responsible, sharing and respectful individual as required by human beings, and it accomplishes this by developing the individual's creative power and aesthetic perceptions. This process is a form of education that allows the person to look at the creative and aesthetic aspects of life from preschool to undergraduate and post-graduate (Dilmaç, 2015).

It is not possible to make a definitive definition of art as a subjective concept. The discussion of the concept of art in the historical sense came to the fore in the late 19th century (Tansug, 1982). Art has been defined so far.

Some of these are as follows: Art is the aesthetic relationship between human and objective realities in nature. In general, art is the spiritual activity which arises from the efforts of people to express their feelings and thoughts about nature in a personal and beautiful manner in a personal way with tools such as lines, colors, sounds, words and rhythms (Artut, 2001). Considering the contribution of art education to values education, the deficiencies in the education of values in art education programs are remarkable (Dilmaç, 2015).

The importance of art education, especially for the affective field, is of great importance in bringing moral values to the individual. Individual, emotional and spiritual experience needs of mathematics, chemistry and foreign language etc. can not achieve such lessons. In this sense, art can be said to be a very important resource that nourishes the sensitivity that affects the human development rings. In other words, the most economical way to gain sensitivity and the feeding of emotions and emotions can be fed with art education (Boydaş, 2004; Gençaydin, 2002). Art education, which is an area suitable for educating individuals according to social values, is important in this respect. Human being as a social being, by taking the values, attitudes and beliefs of the society in which he lives, gains social values and adapts to the society in which he lives. Each one of the system of beliefs, ideas and norms that constitute social culture is considered as a value (Tural, 1992). Art education is a necessary discipline in adapting the individual to society (Dilmaç, 2015).

By means of art education, it will be possible to empathize with people by recognizing their own culture and works of art realized by different cultures from thousands of years ago. Thus, by understanding the importance of the cultural values of the past, it is ensured that the cultural heritage is protected and educated consciously about the transfer of these values to future generations. This is very important in terms of establishing a balanced society (Dilmaç, 2015). In art education, empathy can be carried out with activities reflecting the cultural and economic characteristics of the period and the cultural and economic characteristics of the artists of different cultures and their own culture. This practice is an approach that can help students to develop their characteristics such as art, empathy, reasoning and imagination, and thus make positive contributions to students' gaining values.

Art education is a process of changing, transforming, developing and empowering people's lives in a positive and methodical way (Uçan, 2002). If the art education is not given properly, the aesthetic sensitivity of the individual, respect for the counter opinions, value of different cultures, gain consciousness of preserving the works of art and sharing a universal common value etc. behaviors such as can not win (Mercin and Alakus, 2007). By means of art education, it will be possible to empathize with people by recognizing their own culture and works of art realized by different cultures from thousands of years ago. Thus, by understanding the importance of the cultural values of the past, it is ensured that the cultural heritage is protected and educated consciously about the transfer of these values to future generations. This is very important in terms of establishing a balanced society (Dilmaç, 2015).

Painting education is a discipline that aims to understand and analyze the social values by creating a visual culture. Art education, which requires an interdisciplinary study, aims to achieve these goals in line with the needs of the society. It provides a rich learning environment by allowing individuals to recognize intercultural understanding and respect, and their cultural identities that make up society and other societies. This feature of art education is that in the multicultural environment of the United States, young people can learn their own culture. It is used to synthesize with culture and to interact with the world (Blocker, 2008; Akt, Dilmaç, 2015).

Looking at China, it is seen that art education has been prioritized as a means of developing a sense of national solidarity (Dilmaç, 2015).

It should not be forgotten that another important feature that distinguishes art education courses (visual arts) from other courses is that it allows the student to experience the process of making individual decisions. Students who are able to think individually, make decisions and develop their self-confidence will also develop. In this context, the aim of the study is to determine the opinions of teachers about the effectiveness of the visual arts course and to determine their suggestions in this direction.

## Method

### Research Model

The aim of this study is to reveal the opinions of teachers about the effectiveness of the fine arts course in transferring the values to the students studying in primary and secondary schools. The research was conducted with qualitative research method. Qualitative research method is a research method, which is performed with the participation of a limited number of people, which allows gathering in depth and detailed information on any subject (Patton, 2014; Yıldırım & Şimşek, 2013).

Phenomenology (phenomenon) pattern was used in the research. Phenomenology pattern discusses the facts that we are aware of but do not have detailed and in-depth knowledge about (Yıldırım & Şimşek, 2013). Phenomenological research focuses on the experience of the individual and how he makes sense of this experience (Patton, 2014).

### Study Group

The study group consisted of 19 teachers aged between 24 and 50 years. Appropriate sampling technique was used to involve teachers in the research. Proper sampling, time, money and labor economics in terms of providing, the sample is easily accessible and can be selected from the application is selected from units (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz and Demirel, 2014). Within the scope of the research, interviews were made with visual arts teachers working in primary and secondary schools of Ministry of National Education in Konya.

### Developing the Data Collection Tool

In the scope of the research, semi-structured interview form, consisting of open-ended questions, was used to get the views of visual arts teachers about the effectiveness of the visual arts education course. Semi-structured interview, open-ended and fixed-choice questions, the participants perceive the world to express their perceptions is a conversation. The semi-structured interview form is one of the most widely used data collection tools in qualitative research because it is easy to analyze, provide in-depth information and facilitate the self-expression of individuals (Büyüköztürk et al., 2014).

The data collection tool was developed by the researcher as a result of literature review. In the development of the data collection tool, books and articles in the literature on the values psychology and values education have been read and an interview form has been formed in accordance with the information obtained. After the form was formed, the opinions of 2 academicians who had knowledge about qualitative research were taken and finalized.

### **Data Collection and Analysis**

The data collection process was conducted through face-to-face interviews. The interviews were conducted in an environment where there was no one other than the calm and the researcher so that the participants could feel comfortable and open themselves. Before the interviews, the participants were informed about the purpose of the study and if they wanted to participate, a time and place was available where the participants were available and an appointment was made. Before the interviews were started, permission was taken from the participants to record the sound and the voice was recorded. Interview notes were kept next to the voice recording. After each interview, the researcher transcribed the audio recordings. During the transcripts, there were questions that the participants did not want to respond or were not included in the analysis because these interviews would cause data loss and analysis difficulties. The number of participants, which were about 25, dropped to 19 because of incomplete answers. Analyzes were also made through the answers of these 19 participants.

The data obtained through interviews were analyzed with content analysis method. Content analysis is a systematic, reproducible technique in which some words of a text are summarized with smaller content categories based on certain rules (Büyüköztürk et al., 2014). In the content analysis, an inductive approach was presented, first categories were created and then the themes representing the categories in the best way were formed.

The content analysis process was carried out in four stages. In the first stage, the answers of each participant to each question were read by the researcher several times and the important places were highlighted and certain concepts and words were briefly noted on the right side of the text. In the second stage, the responses of each participant were coded individually. In the third stage, the categories that represent the responses of the participants in the best way were formed. Finally, the themes that collect the categories under a single title and which represent the categories in a short and concise way were created. After this process, it was checked by the researchers whether the themes and categories were compatible with each other; 2 academicians with knowledge and experience in qualitative research have been consulted and the analysis has been finalized.

### **Findings**

This section includes the findings of the analysis of the data obtained from the interviews with the participants. The research findings are presented based on the statements of the participants. The participants were not included in the names of the participants in accordance with the ethical principles, while the participants were named as P1, P2, P3.

As a result of content analysis, 5 themes emerged. These themes can be listed as follows: The role of the visual arts course in the value transfer, the different aspects of the visual arts course from the other courses in the value transfer process, the methods and techniques that can be used in the visual arts course in the value transfer, the effect of the use of the visual arts course in the value transfer on the students' attitudes and behaviors, contribution to moral development. These themes are divided into several categories. The following are the examples of the themes, categories and the opinions of the participants.

### The Role of Visual Arts Course in Value Transfer

Table 1

#### *The Role of Visual Arts Course in Value Transfer*

Themes	Categories	Frequency
The Role of Visual Arts Course in Transferring Value	Taking responsibility	1
	Teaching patience	7
	Fast learning and persistence	2
	Teaching respect and tolerance	3
	Time management	1
	Transfer to daily life	1
	To express yourself	1
	Sedation	1

As can be seen in the table, 10 of the participants stated that the visual arts course has an important role in providing students with responsibility. For example, P1 says is If we give an example for painting-work course, responsibility is important for the course. It is the student's responsibility to provide the necessary materials for the course. Responsibility should not be compromised in order not to interfere with the functioning of the course Ders. Similarly, P18 The course will be systematic and regular with the transfer of responsibility to the student. The student learns a sense of responsibility while painting and can produce beautiful works by working regularly.

Seven of the participants stated that the visual arts course taught patience. For example, P3 The value of patience in visual arts is the most transmitted value to the student. Because if a long-term picture is made, the student should take care to complete his work regularly, cleanly and patiently. Other values such as this are transferred to the students during the application process.

Two of the participants stated that the visual arts course has a fast and permanent learning function in the transfer of value. For example, P4 says belirt values can be visualized in the mind because of the use of visual intelligence, and quick values can be revived and permanency increases.

Three of the participants stated that the visual arts course teaches respect and tolerance. For example P5 aktarı The values that must be present in the artist's soul are transmitted. Everyone involved in this work must have patience, respect and tolerance. In fact, it reinforces the feelings that exist in man. Respecting the pressure of the external environment, respect, patience and tolerance he expressed his thoughts.

One of the participants emphasized the time management. P8, is important to finish the work with patience and deliver it on time because it is a more practical lesson sanat and emphasized the time management.

One of the participants, P9, is that the visual arts provide self-expression görsel The ability to articulate the values in a visual way can show that values can be more than drawing. Students can express themselves in this way. ”

One of the participants, P16, based on the calming characteristic of art, believes in the role of values in student behavior. I think it has a calming role because it is a way to art imagination. I think it is likely that a person who has calmed will be compatible and more pleasant, understanding and patient *daha*.

**Two of the participants think that the visual arts course will not contribute to the value transfer process.**

Table 2

*The Role of Visual Arts Course in Value Transfer*

Themes	Categories	Frequency
Different Aspects of Visual Arts Course in Value Transfer Process	To be more permanent in memory	3
	Having a practical course	5
	Active use of emotions and internal reflect the world	7
	Free being	3
	Use of visual intelligence	1
	A course of interest to students	2
	being	

As can be seen in the Table, 3 of the participants stated that the visual arts course is more permanent in memory than the other courses in the value transfer process. For example, the P10 says, *kal Visually better in memory*.

Five of the participants pointed out that visual arts course is a practical course different from other courses in the value transfer process. For example, P8 says, *ye Other courses are more knowledge-based, more theoretical. But visual arts is a practical field that is more appealing to the eyes and enriched by different techniques*.

Seven of the participants emphasized that the visual arts course has the ability to reflect the active use of emotions and the inner world in the process of value transfer. For example, P11 *ere Visual arts is the transfer of feelings and thoughts, feelings*. For example, *when I tell the world I want to be, it makes me a virtuous person*.

Three of the participants pointed out that the visual arts course had a free space. For example, P16 says, *der The visual arts lesson is not a mold like the other. There are no sentences to be memorized, and it is subjective, free*.

Two of the participants stated that the visual arts course, which is different from the other courses, attracted the attention of the students. For example, P19 *benim is a course with more content than the theoretical lesson because it is a lesson of children of primary school age more and more lovingly will do, he said*.

### Different Aspects of Visual Arts Course in Other Value Transfer Process

Table 3

*Theme of Methods and Techniques that can be used in Visual Arts Course in Value Transfer*

Themes	Categories	Frequency
Theme of Methods and Techniques that can be used in Visual Arts Course in Value Transfer	Teacher behavior	1
	Presentations and applications	6
	Long-term detailed studies	1
	Team work	2
	Values subject to students give	6
	Game, activity and variety	2
	use of materials	
	Cartoons and animated cartoons	1

As it is seen in Table 3, it is stated that the most important technique in the visual arts course is the teacher's example behavior as in all courses. P5, for example, expressed his thoughts by saying, taklit Because the behavior of the teacher in the classroom is imitated by the students, they should pay attention to the behaviors of the teachers and set an example for the students.

Six of the participants pointed out that presentations and implementation activities could be carried out during the value transfer process. For example, P 16 says, ler Show, watch, practice. The examples that are contrary to the values are shown first. Then samples that are compatible with the values measure are displayed and monitored. Then students may be asked to apply.

One of the participants, P3, believes that long-term detailed studies can be performed to transfer the values to the students. He expressed his thoughts by saying, ile Students can be given long-term, detailed and large-scale studies.

Two of the participants believe that group work may be beneficial in the value transfer process. For example, P6 resim In the Union, a cooperation can be made with the help of a collaborative work. In this way, the child can improve his / her team and communicate with people.

Six of the participants gave the students issues related to the value and suggested to make pictures on these subjects. For example, P19 stated his thoughts on this subject by saying: iler Students can draw imaginary pictures that contain topics related to values.

Two of the participants think that it is useful to use games, activities and various materials in the value transfer process. For example, P11 expressed his views on the subject by saying, ler Methods such as question and answer, play, material support can be used.

P12 thinks that cartoon and animation cartoons can be used in this process. His thoughts on this subject are as follows: hayat Visual arts can be used in many techniques and methods that include values by making small touches to our daily lives. Among these application methods; It is possible to explain the values with visual art



by using many techniques and methods such as small caricature cartoons, drawing on the walls, drawing with weighted books, and animation cartoons.

Table 4

*The Effect of Using Visual Arts Course on Value Transfer to Students' Attitudes and Behaviors*

Themes	Categories	Frequency
The Effect of Using Visual Arts Course on Value Transfer on Students' Attitudes and Behaviors	Students' artistic skills increase	5
	Students' views and thoughts angle enrichment	2
	Learned values survive implementation	6
	Lessons and daily life increased responsibility and discipline	4

As it is seen in Table 4, five of the participants believe that the use of the visual arts course in the transfer of value will enable the students to increase their artistic skills. For example, K18 expressed his thoughts on this subject by saying: arm Students use solid art to make themselves more artistic.

Two of the participants believe that the use of the visual arts course in the transfer of value will enable students to enrich their thoughts and perspectives. K15, for example, said: bu I think they are a lesson that they find themselves in, and they are alone with. Therefore, by giving them the opportunity to think more calm and rational individuals may emerge, ve he explained.

He emphasized that the use of visual arts in transferring six of the participants had the greatest effect on the attitudes and behaviors of the students. For example, K12 views ar First of all, they attract students' attention. Then they can adopt in their lives by adopting them hayat.

Four of the participants stated that value teaching helped students to increase their responsibilities and discipline in classes and daily life. For example, K10 etkil I think it affects positively. The student gains responsibility. Learn to be more disciplined. In this way, it learns to use the materials correctly both in the course and in other courses and to arrive on time. Thus, a more efficient course environment can occur.

Table 5

*Theme of Contribution of Visual Arts Course to Students' Moral Development*

Themes	Categories	Frequency
Contribution of Visual Arts Course to Students' Moral Development	Making heart feel	1
	Contributing to the self	1
	Learning to respect and respect for differences breaking the judgment	2
	Ensuring harmony and peace	1
	Accelerating moral development is positivem influence	6

As seen in Table 5, the use of visual arts in values education also contributes to the moral development of the students in various aspects. Participants K1 said, "Morality is a spiritual situation. Art education gives people heart feelings. It even changes the point of view of an object. Bakış"

K4 from the participants mentioned the function of the visual arts to contribute to the self. He expressed his opinions on this subject by saying "In my opinion, the works and narrations about our cultural values work and contribute to his self."

Two of the participants think that the visual arts course may have the function of learning respect for the differences and breaking the prejudice. K9, for example, expresses his thoughts by saying, "By creating a visual perception, a negative perspective can be directly changed to different ideas, prejudices can be broken."

Six of the participants emphasized that the visual arts course has the function of positively affecting the moral development of the students. For example, the K7 says, "It is easier to teach children about the issues in terms of morality. In addition, this lesson contributes to the moral development by learning the moral values of the students. in the form of."

In addition, eight of the participants think that the visual arts course will not contribute to the moral development of the students. For example K2 thoughts on this topic "I don't think it's a contribution. Art is for art."

### **Discussion and Conclusion**

Five different themes emerged as a result of interviews with visual arts teachers to examine the role and effectiveness of the visual arts course in value transfer; The role of the visual arts course in the transfer of value, the different aspects of the visual arts course in the value transfer process, the methods and techniques that can be used in the visual arts course in the transfer of value, the effect of the use of the visual arts course in the value transfer on the students' attitudes and behaviors, the contribution of the visual arts course to the moral development of the students. Schools address students' cognitive and affective learning. (Lickona, 1992). The realization of the values education addressing the affective field is provided by all teachers in the schools and the educational curriculum of each course (Aktepe & Yel, 2009; Şimşir & Dilmaç, 2016). Williams stated that the values education should take place in all areas of the school curriculum (Halstead and Taylor, 1996). Dilmaç (2015) emphasized that art education courses are among the ones that support values education.

As a result of the research, the theme of the role of visual arts course in the transfer of value; taking responsibility, teaching patience, learning fast and being permanent, teaching respect and tolerance, time management, transferring to daily life, self-expression and calming. According to the results of Ayaydın (2010); applications of art education to children learn the visual language of art, original thinking ability, use a different way of communication to the verbal language, protection of mental health, the formation of art pleasure, strengthening of physical development, acceleration of mental development, development of imagination, building a useful playground, culture and the formation of self-confidence. Similarly, Baysal and Samancı (2010) found that the social studies lesson gained the values of sensitivity, responsibility, solidarity, cooperation, tolerance, industriousness and respect for the environment as a result of the study conducted with 4th and 5th grade students within the scope of social studies course.

The acquisition of basic values is expressed as one of the general objectives of the Basic Law of National Education (MONE, 1973). The transfer of these values to students is carried out through various courses (Şimşir and Dilmaç, 2016). For example; 1-8. The aim of the Class Visual Arts course is to make cooperation, sharing, taking responsibility, learning to respect the work of yourself and others, and gaining the awareness of recognizing national and universal values (MEB, 2006b). As can be seen, the aim of the visual arts curriculum is paralleled by the views of teachers.

The theme of the visual arts course in the process of value transfer; being more permanent in memory, being an applied course, active use of emotions and reflecting the inner world, being free, using visual intelligence, being a lesson that attracts students. Kurtdede Fidan's (2009) teacher candidates in order to reveal their views on teaching the value of the most important thing for the value of the study revealed that the value is to live. In the visual arts course, students learn their values by living. Özer and Kızıltuğ (2017) emphasized that music, which is another branch of art, has an important role in the transfer of values. Through this course, students emphasize that the aesthetic perception of students develops and the value transfer is more permanent.

The theme and methods used in the course of value transfer in visual arts. The sample behavior of the teacher, presentations and applications, long-term detailed studies, group work, to give students a topic about values, play, activity and use of various materials, cartoon and animated cartoon films are composed of. In the literature, there are studies carried out within the scope of various courses with similar activities with the activities in the visual arts course if there is no study about values education in the art course. Kahrıman's (2014) elementary school 3rd year students Life Science course, "My Unique Home" subjects in the theme of the drama method and the current program according to the students in the classroom, communication skills, empathic trend skills, to determine whether the effect on the value of his work The students' social values and communication skills scores showed that the drama method was more effective.

The theme of the effect of benefiting from the visual arts course on the attitudes and behaviors of students; Improve students 'artistic skills, students' thoughts and look.

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