

Research Article

Visuals in elementary School First Grade Life Studies Textbooks: A Study on Root Values and Academician Perspectives

Ayşe ÖZÇINAR^{1,*}  Fatih YILMAZ² 

¹ Harran University, Faculty of Education, Şanlıurfa, Turkey ayseozcinar@harran.edu.tr

² Dicle University, Faculty of Education, Diyarbakır, Turkey fatih.yilmaz@dicle.edu.tr


* Corresponding Author: ayseozcinar@harran.edu.tr

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Abstract

This study assesses the representation of core values in the visuals of a first-grade Life Studies textbook, based on the opinions of academicians. Employing basic qualitative research methods, including Feldman Art Criticism, Pedagogical Criticism, and a Semi-structured Root Values and Visual Analysis form developed by the researcher with expert advice, it examines 16 visuals for their expression of ten core values as defined by the Board of Education and Instruction. Descriptive analysis was utilized to evaluate the frequency and adequacy of these visuals in conveying the values. The findings reveal that love, respect, and responsibility are the most frequently depicted values, whereas honesty, justice, and patience are the least represented. The study concludes that visuals most effectively embody the values of benevolence and honesty, and recommends incorporating more visuals that depict honesty, justice, and patience in future editions of the textbook.



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Introduction

Values, cultural and historical heritage that comes from the depths of history, is the greatest treasure of the nation. It is an element that enables societies to create a common feeling and thought among them by separating them from being a mass or a mob. Values are very effective in influencing people's perspectives on the world, developing and changing human perceptions. Value prepares a suitable environment for the processing of social rules and enables individuals to make choices according to a consistent set of characteristics within themselves, taking into account social expectations (Sağlam, 2020).

The Ministry of National Education (MoNE) stated that value education should be included in the implicit programme within all units, not as a different unit, and that values should be covered implicitly and spirally in all units of the book. When the 2019 curriculum

is examined, it is seen that the title of values has changed and classified as root values. The root values included in the curriculum are as follows: "justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, helpfulness. These values will come to life both on their own and together with related values." (MoNE, 2019).

Lickona (1996) states that value education "involves a planned effort to cultivate the virtues required to be a good person". If education is a planned and deliberate effort to change desired behaviour, educational materials are considered to be important in the formation of these changes. Textbooks are the main educational materials used by the Ministry of National Education every year and therefore they are considered very important. Textbooks contribute to the renewal process in individuals and society (Özkan, 2010). The Life Studies textbook is the first lesson and textbook that the child meets to combine practice and theory. For primary school first, second and third grade students, the Life Studies course is an important course that aims to raise good individuals by providing important knowledge, skills and values, centring on the individual and creating content (Kaymakçı, 2016). According to Demir (2018), the Life Studies course is the first course that helps to complete the social development of the individual. The visuals of the textbook of the Life Studies course, which is the first course, are as important as the book itself. Teaching tools and textbooks are needed for teaching. Tools and equipment are one of the basic elements affecting the quality of education (Gülener, 2010). It is thought that book visuals are important in terms of making primary school first grade students realise and remind root values. When the time factor is kept constant, people remember 10% of what they read and 30% of what they see (Kaya, 2006).

Visuals, it is seen in the studies that the effect on the mind is more than the texts for children who do not know how to read and write completely. A child who has just learnt to read will read mechanically. In the mechanical reading stage, the context and meaning formation are not sufficiently developed (Baştuğ, 2021). Visual texts can be more permanent for children at this age. In the published textbook, it is also important how much and how the root values are included through visuals. In order to answer these questions, the visuals in the Life Studies's textbook should be analysed. For this reason, in this study, the reflection of the core values in the curriculum of the Ministry of National Education's Life Studies curriculum on the visuals in the textbook was analysed with the Feldman Art Criticism (Pedagogical Criticism) model.

The Feldman Art Criticism model constitutes a more objective approach to interpret artworks. According to Feldman (cited in Mercin & Alakuş, 2005), there are four steps to interpret a work of art. These steps include description, analysis, interpretation and judgement. Description is the so-called pre-structural elements in the work. It is the process of describing the objects seen one after the other. The superficial appearance of the work is explained. What is the theme of the work? What happened in the picture? What do you see? Answers are sought to questions such as. Analysing is the stage of in-depth examination by establishing the relationship between art principles and art forms. At this stage, This can be lead to the analyzing stage; how is the colour? Do warm or cold colours seem more dominant? How did the artist create balance in his/her art? (Daşdağ, 2010). The interpretation stage is a stage in which contemporary and historical meanings of symbols are used for interpretation to facilitate the understanding of the painting. At this stage, answers are sought to questions such as: What does the artist want to tell in his/her work? What elements did the artist use in this work? The judgement stage is the part where the reason for the work is questioned. It is the part where it is stated as a clear content why it is famous, why it is beautiful or valuable (Mercin & Alakuş, 2005).

When the literature is examined, it is seen that studies on Life Studies course and values education have been addressed by various researchers. In this context, Demir (2018), Erbaş (2020), Güzel (2013), and Kale (2015) conducted important studies. However, it is noteworthy that there are few studies examining the effect of visuals on values. In particular, Özkan (2017) analysed the texts and visuals in primary school 3rd grade Life Studies textbooks in terms of values education and found that the value of 'Love' was represented the most and the value of 'Hospitality' was represented the least. Similarly, Hatay Uçar (2019) analysed the Life Studies textbook in terms of values education in terms of visuals and text and stated that the values were mostly reflected through texts. Tokmak and Aktaş (2022) emphasised the importance of visuals in values education in 5th grade social studies textbooks and stated that visuals should effectively convey the targeted values and have an important effect on the perception and understanding of these values by students and teachers. As stated in the literature, perception and understanding of visuals play an important role in values education. In this context, visuals should be used effectively in educational materials and the targeted values should be transferred to students correctly.

In line with that reason, the aim of this study is to interpret and analyse the reflection of the root values on the visuals in the Life Studies textbook, which contains mostly visuals. Based on this main objective, the following sub-objectives were sought to be answered:

How Do the Visuals in the Primary School First Grade Life Studies Textbook Reflect the Root Values?

How is the Frequency of Use of Root Values in the Visuals in the Primary School First Grade Life Studies Textbook?

These sub-objectives aim to evaluate how effectively root values are represented and communicated through the visuals in the first-grade Life Studies textbook.

Method

Qualitative research method was adopted in the study. The visuals that were thought to reflect the root value in the Ministry of National Education Life Studies textbook were selected by the researcher and the field expert. The selected images were classified according to Feldman Art Criticism model (Pedagogical Criticism). After the classifications were made by the researcher, academicians from various universities in Turkey were asked to interpret the visuals and the documents obtained from the interpretations were analysed by document analysis method.

Research Design

The research design is basic qualitative research, which is one of the qualitative research models. Qualitative research can be defined as a qualitative process followed to reveal events and perceptions in their natural environment in a holistic and realistic way by using data collection methods such as interview, observation and document analysis (Yıldırım, 2013). In basic qualitative research, the researcher decides the situations to be observed, the questions to be asked or the relevant documents without going beyond the theoretical framework. While analysing the data, he/she separates and categorises the repeated data and the data related to the study subject from the other data. In the findings section, the themes created according to the data are given meaning with participant comments (Merriam, 2013).

In this study, the use of basic qualitative research method was preferred because, as Merriam (2013) states, it provides an in-depth and detailed understanding. According to Merriam, qualitative research offers meaning and interpretation, contextual depth and rich

descriptions. The purpose of this study is to understand how the visuals in the first grade Life Studies textbook reflect the root values and the impact of this reflection on students. Qualitative research makes it possible to analyse phenomena in their natural settings and to provide detailed descriptions to explain in detail how and how often the visuals reflect the core values. Therefore, Merriam's (2013) basic qualitative research methodology is the most appropriate approach for this study.

Data Collection

Feldman Art Criticism model was used in the research. This model is based on the determination of the visual, the determination of perfection, and the determination of the perception of the accuracy of the structure of the visual. Feldman Art Criticism classification had many dimensions. One of them is pedagogical criticism, which is often used in art education. According to this method, criticism consists of four steps. In each step, different questions are asked and a judgement is reached after the work of art is first analysed superficially and then in depth (Şahin & Yağcı, 2012). Since the aim of this study was to analyse the visuals of the first grade Life Studies textbook, Feldman Art Criticism (Pedagogical Criticism) model was considered to be appropriate. The Root Values and Visual Analysis form (Annex 1) prepared by the researcher were evaluated by the field expert and finalised.

Although observation and interview are the first techniques that come to mind at the beginning of qualitative research data collection techniques, document analysis technique can be used to evaluate the documents related to the research in studies where observation and interview techniques are not appropriate. Document analysis involves the analysis of written and visual materials related to the targeted subject in the research. Analysing written and visual documents is important in terms of obtaining richer and more comprehensive results as it enables collecting information about phenomena or events from different sources, examining and synthesising different perspectives and methods (Baş & Akturan, 2013). The document of this study is the primary school first grade Life Studies textbook, which was accepted as a textbook by the Board of Education for five years starting from the 2019-2020 academic year.

The textbook that constitutes the research document was obtained from a school in Şanlıurfa province, which was used as a textbook in the 2020-2021 academic year. While

examining the textbook, only the visuals were focused on and other sections were not taken into consideration.

The semi-structured open-ended form containing the visuals used in the study was created by the researchers to include seven visuals from each of the six units, totalling 42 visuals. These images were sent to two different field experts to determine the images with high representation power. The images were classified by taking the opinions of the field experts, and 16 images that were thought to be appropriate to be analysed in terms of root values were determined.

The Root Values and Image Analysis Form, which includes Feldman's art criticism and pedagogical criticism stages, was prepared using the 16 selected images. The Root Values and Visual Analysis Form was officially sent to academics working in ten different universities in Turkey. These universities are Trabzon University, Karadeniz Technical University, Kütahya Dumlupınar University, Pamukkale University, İnönü University, Hatay Mustafa Kemal University, Çukurova University, Atatürk University, Gazi University and Harran University. Twenty-four academics were sent e-mails and analyses were made on the data of seven academics who returned.

Analysing the Data

Descriptive analysis was used to analyse the data obtained in this study. During the descriptive analysis, the data collected are summarised and interpreted according to predetermined themes. Researchers can also include the views of the participants in the data obtained through interviews and observations. The aim here is to summarise, organise and interpret the form results (Yıldırım & Şimşek, 2011). In this study, the descriptive analysis technique is employed to systematically examine and interpret the visuals in the first-grade Life Studies textbook, focusing on the representation of root values. According to Patton (2002), Merriam (2013), and Yıldırım & Şimşek (2011), descriptive analysis is ideal for providing a structured and clear summary of data, which is essential for understanding complex content. This technique involves collecting visuals, coding them based on the root values they depict, categorizing these values, and analyzing their frequency. The findings are then interpreted to determine the adequacy and effectiveness of the visuals in conveying root values, providing valuable insights for value education. In descriptive analysis, analyses are made within the framework of certain themes. In this context, the themes in our study consist of ten root values determined by the Board of Education. The data in our study

consist of the themes of respect, love, patience, honesty, friendship, justice, self-control, responsibility, patriotism and benevolence. Sixteen visuals were first described and divided into their elements. Each visual was evaluated in terms of colour, texture, brightness and figure of the elements starting from 1 and associated with the root values. In the evaluation part, which is the last step of Feldman's pedagogical criticism, the success of this visual in reflecting the values in the textbook and the suitability of the visual for the book were evaluated.

When analysing the data, the questions were divided according to the sixteen images selected from the Life Studies textbook. Then, all answers given for these visuals were categorised according to the visual number. The answers written on the forms were categorised by word frequency analysis according to the root values in the Life Studies textbook. Firstly, the frequency of root values in the Life Studies textbook was analysed. As a result of this analysis, the frequency of the root values in the textbook was determined. Then, the reflection status and adequacy of these values were evaluated by analysing the answers in the form. This process continued until the words were repeated in the same category.

Reliability and Validity in Basic Qualitative Research

In order to ensure the validity and reliability of the research, two different field experts, one of whom is an art educator and the other from the field of basic education, were consulted while selecting the visuals from the Life Studies textbook. In the second stage, in order to determine the appropriateness of the model to be used in the analysis, the opinions of a visual media expert and two art educators were taken and the visuals with consensus were selected. While creating a form suitable for the Feldman Art Criticism model to be used in the analysis, a preliminary application was made with the opinion of an expert who had previously conducted academic studies on the Feldman Art Criticism Model. In order to test the text and visual harmony, the clarity and adequacy of the questions, and their suitability for the theoretical part, and necessary revisions were made on the form in accordance with the feedback. The academics who had the opportunity to fill in the forms face-to-face were first interviewed and the subject and context were mentioned, and then the forms were given. The interviews were conducted in an impartial manner. In order to increase the sensitivity of the reliability of the form, disagreement in at least one item was considered as disagreement. Eight of the 10 academics agreed on eight items and two disagreed on two items. In the calculation of the reliability of the research, the reliability formula proposed by

Miles and Huberman (2015) is used. In this formula, Reliability = Agreement / (Agreement + Disagreement). If the result of the reliability calculation is above 70%, the research is considered reliable (Miles & Huberman, 2015). The reliability of the research was calculated as 80% so the research was considered reliable.

Participants Involved in the Research

The participants were numbered with abbreviations such as P1, P2, P3, and the data obtained were organised within the framework of root values, the results were defined and supported by direct quotations of the participants.

Finding

In this section, it is tried to analyse the data obtained in line with the research question and sub-questions of the research. In addition to this, the views of the participants who participated in the research were also included and the data were explained. Since the visuals in the first grade Life Studies textbook reflect more than one value, the selected visual samples include more than one value.

How Do the Visuals in the Primary School First Grade Life Studies Textbook Reflect the Root Values?

In this part of the study, the findings related to the aim of how the visuals in the first grade Life Studies textbook reflect the root values are presented. It is seen that all root values (justice, friendship, honesty, love, respect, responsibility, patience, self-control, benevolence, patriotism) are used in the visuals. When the visuals are analysed, it is seen that the root values are tried to be reflected indirectly in the visuals by containing more than one root value. A single value was not reflected in a visual, values were used together. The values most associated with each other are love and respect. When we look at the combination of the answers given by all participants in the research, it is seen that the values of love and respect are used together 56 times. In the root values of respect and love, the root value of respect was used together with the root value of love in all these uses. In a total of 60 interpretations determined by the unanimous interpretation of the participants, which are thought to reflect the value of love, it is seen that the root value of respect is not reflected in the visual. P6 associated the root value of respect with the root value of love in the 1st visual, P3 in the 1st and 3rd visuals, and P2 in the 1st visual.

The other root values that were found to be reflected by associating with each other are responsibility and self-control. Five participants (P1, P2, P3, P5, P6) stated that these two root values were used together to create meaning in the visuals. As a result of the analysis of the answers written by the participants on the form, it is seen that the root values of self-control and responsibility are mostly reflected on Visual 8. For Visual 8, P5 said, "Polluting the environment depicts a bad habit. The visual may be related to the root values of self-control, respect and responsibility."

Image 1.



Image 3.



Image 8.



For visual 8, P3 said: "The value of self-control, one of the root values, is emphasised, and the lack of this value is tried to be visualised. The element of respect was visualised by referring to negativity." Visuals depicting root values such as love, respect, honesty and responsibility were used to depict sociality and the social environment. The values of love, respect, honesty and responsibility, which one can also feel for oneself, were not encountered in the visuals. In the visuals examined, colours were an element used to reflect the root values. It is seen that bright and vivid colours were mostly used to reflect root values such as love, friendship and respect. In visual 15, which all participants thought to contain the root value of love, bright and vivid colours were used in parallel with all the data.

Image 15.



How is the Frequency of Use of Root Values in the Visuals in the Primary School First Grade Life Studies Textbook?

It was tried to answer the sub-problem under this title, “how is the frequency of use of root values in the visuals in the first grade Life Studies textbook ?” The findings regarding the adequacy and frequency of use of the root values in the visuals in the Life Studies’s textbook are presented as headings within the framework of the ten root values in the Life Studies’s textbook.

How is the Frequency of Use of the Root Value Justice in the Visuals in the Primary School First Grade Life Studies Textbook?

As a result of the analysis of the visuals reflecting the root value of justice in the Life Studies’s textbook, it was determined that it was visualised 4 times. P1: 2, 12; P2: 4, 5; P3: 2, P4: 2 stated that the value of justice was visualised in the images numbered 2. P5 used the following expressions in the comment section of the form in visual 4, which he thought reflected the value of justice;

"The excitement of children playing games is felt. There may be root values of justice, friendship, honesty, love, respect, responsibility in the composition. The friendship of the children is understood from the way they laugh and look at their friends while running. Giving rights to boys and girls in the same game represents justice."

Image 4.



P2, on the other hand, about the value of justice and its reflection in the second visual, said, "By sharing the same classroom environment with students with disabilities and students without disabilities, a justice emphasis is made in the direction of equality of opportunity." P4, for the reflection of the root value of justice on the visual "(...) The fact that people with disabilities are also included in formal education shows that root values such as justice, friendship, respect, love and benevolence are being taught. She wrote the following statements. P7 used the following expressions regarding the processing of the value of justice in visual 5;

"Smiling facial expressions create a positive effect. It is seen in the visual that all students are outside and having fun freely. Whoever wants to read his book, whoever wants to play his game, whoever wants to talk to his teacher. The visual may be related to the root values of justice, friendship, honesty, self-control, patience, respect, love, responsibility."

Image 2.



Image 5.



As a result of the analysis of the visuals and the data of the participants regarding the adequacy of the root value of justice, it was seen that the three visuals; 2, 12 and 4 visuals were sufficient to reflect the root value of justice. P4 stated that the visuals were insufficient to reflect the root value of justice and that the visuals should be improved and suggested, "A figure holding a wheelchair should be added to increase the emphasis."

Image 2.



Image 4.



How is the Frequency of Use of the Root Value of Friendship in the Visuals in the Primary School First Grade Life Studies Textbook?

The value of friendship was used a total of 22 times in 7 different visuals in the Life Studies s textbook in association with other values. P1: 2, 9; P2: 5, 6, 7, 9, 10; P3: 2, 5, 9; P4: 2, 4, 5; P5: 4, 9; P5: 1, 5; P7: 2, 3, 4, 5, 9, 10. stated that the value of friendship was included in the visuals. No visuals were found in which the value of friendship was visualised alone. It was observed that the value of friendship was frequently used together with values such as love and respect. P2 used the following expressions for visual 5 in this regard;

"It reminds me of the days I spent in the school garden, it gives me a warm and sincere feeling, children playing games and reading books, in fact, in contrast to the grey cityscape in the background, it seems to emphasise the warm and beautiful aspects of life, here I see values such as love, respect and friendship"

Image 5.



P7 stated that visual 10 has the root value of friendship and love. P7 emphasized that, "In the visual, a child watching a cartoon is illustrated that in the visual, and the value of animal love is tried to be gained through the visual, and the visual contains the root value of friendship and love."

As a result of the analysis of the visuals in which the root value of friendship was reflected, it was seen that the value of friendship, which was used 22 times in 7 different visuals, was sufficient 19 times and insufficient 3 times. P2 found the reflection power of the friendship value tried to be reflected in visual 5 insufficient. He conveyed the following statements;

"The disabled student is far behind. The concept of teacher emphasised here is reading books, not only games but also activities such as reading books and chatting. In order for the concept of friendship to be more emphasised, the disabled student should be brought to the forefront."

How is the Frequency of Use of the Root Value of Honesty in the Visuals in the Primary School First Grade Life Studies Textbook?

The root value of honesty was visualised 3 times as a result of the analysis of the visuals in which the root value was reflected in two different visuals in the first grade Life Studies's textbook. P2: 4; P7: 4,5. stated that the value of honesty was visualised in the visuals. K2 and K7 stated that the value of honesty was emphasised in 4 visuals. K2 stated that the root value of honesty was found in visual 5. It is seen that the root value of honesty is visualised with other root values.

P2 stated, "The composition can be about the root values of friendship, honesty, justice, love, respect, and responsibility." P2 also added that the expression "The power of reflecting the value of honesty in the visuals used was considered sufficient by 2 participants in 3 uses."

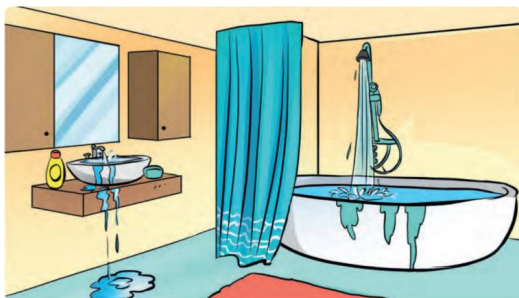
How is the Frequency of Use of the Root Value of Self-Control in the Visuals in the Primary School First Grade Life Studies Textbook?

In the first grade Life Studies's textbook, the value of self-control was visualised 14 times in 9 different images. K1:1,4,5; K2: 5, 8, 11; K3,8,14; K4: 8,14; K5:8, K6:8; K7:11,12.

Stated that the value of self-control was visualised in the visuals. P5 "The bad habit of polluting the environment is specified. The visual may be related to the root values of self-control, respect and responsibility." While the root value of self-control was seen as sufficient 12 times in 14 uses, it was seen as insufficient in 2 uses. P2 used the following expressions for the 11th visual:

"It makes me wonder who left the taps on. More precisely, it is a bit disturbing that there is no one in this image. I think it would have been more understandable if there were children playing in the bathroom or if there were mothers/fathers with the children. A single value related to self-control and responsibility must have been tried to be given here."

Image 11.



How is the Frequency of Use of the Root Value of Patience in the Visuals in the Primary School First Grade Life Studies Textbook?

In the first grade Life Studies's textbook, the root value of patience was visualised in 9 uses in 7 different visuals. P1: In the 16th visual; P2: In the 4th, 14th, 16th visual; P3: In the 1st, 4th, 14th visual; P5: In the 5th, 12th visual, the root value of patience was visualised. For visual 12, P5 stated that "(...) the visual elements of pedestrians crossing the green light, pedestrians stopping at the red light, cars, traffic police reminded the traffic rules. The visual may be related to the root values of patience, respect, love, responsibility and benevolence."

Image 12.



P3 explained the reflection of the root value of patience with the 14th visual as follows "There are concrete figures and figures of what the root value of patriotism is present, love for the flag is present, respect is present here. demonstrated that there is a commander in the front and soldiers in the back shows that there is self-control, order. Patience is seen in maintaining with order."

Image 14.



Regarding the sufficiency of the root value of patience in the Life Studies's first grade textbook, the participants stated that it was sufficient in 7 different visuals and 9 uses.

How is the Frequency of Use of the Root Value of Respect in the Visuals in the Primary School First Grade Life Studies Textbook?

In the first grade Life Studies's textbook, the root value of respect was visualised 56 times in 16 different visuals. The findings of the participants are presented in a table.

Table 1.

Participant Number	Selected Image Number
P1	1, 2, 3, 5, 6, 8, 9, 12, 13, 15, 16
P2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15
P3	1, 3, 4, 6, 7, 13, 15, 14
P4	1, 2, 3, 4, 5
P5	1, 3, 6, 7, 10, 15
P6	2, 5, 6, 7, 14, 15
P7	1, 3, 6, 7, 12, 15

P3, for the root value of respect in visual 1: *"A familiar situation is presented for all individuals going to school. It is seen that the value of respect is reinforced by raising the flag with a posture of respect and the value of patriotism is glorified and reinforced by accompanying the anthem that every individual attending the school participates in."*

Image 1.



Image 5.



For the 5th visual, P4 said, "The need for children to participate in physical activities outside the classroom was emphasised. The root values of friendship, self-control, respect, love, responsibility and benevolence were emphasised."

P1, for visual 3: *"In the visual, the student-teacher relationship and greeting each other are emphasised. The importance of giving and receiving greetings and being smiling is tried to be depicted. The visual contains the root values of friendship, respect and love."*

P3 said for visual 15: *"Here, it is intended to reflect the holiday scene. When we look at this visual, it is aimed to emphasise the importance of feasting. Respect is more prominent, love is also present. Responsibility: handing out the candy and can be an example of responsibility. Maintaining*

and teaching customs and traditions and passing them on to future generations is a matter of patriotism."

Image 15.



Image 8.



In the Life Studies first grade textbook, the root value of respect was used for 48 uses of the adequacy of use in visuals. For 8 uses, inadequate should be improved expressions were used. For the 3rd visual, P1 said:

"The fact that the teacher in the visual does not make eye contact with the student gives the impression that it was added to the picture later, and eliminating this will ensure that the visual is included in the books." While P3, for the value of respect reflected in visual 8, said, "The element of respect is also visualised negatively. Instead of presenting the negative to the student, it is necessary to give the positive form of respect. I wish there was a figure picking up the rubbish from the ground."

How is the Frequency of Use of the Root Value of Love in the Visuals in the Primary School First Grade Life Studies Textbook?

In the first grade Life Studies textbook, the root value of love is represented 60 times in 14 different visuals. In line with the answers given to the form, the findings of the participants are presented in a table.

Table 2.

Participant Number	Selected Image Number
P1	1, 5, 6, 7, 9, 13, 14, 15, 16
P2	2, 3, 4, 5, 6, 7, 9, 10, 12, 13, 14, 15, 16
P3	2, 5, 6, 7, 10, 15, 16
P4	1, 2, 3, 4, 5
P5	5, 6, 7, 10, 15
P6	2, 4, 5, 6, 7, 9, 12, 13, 14, 15, 16
P7	2, 3, 5, 6, 7, 10, 14, 15, 16

P1 gave the following answer for visual 13, in which the root value of love was used "In the visual, children celebrating the 23 April holiday with joy are visualised. In the visual,

our national holidays and how to use them are introduced. The visual contains the root value of patriotism and love.

Image 13.



Image 9.

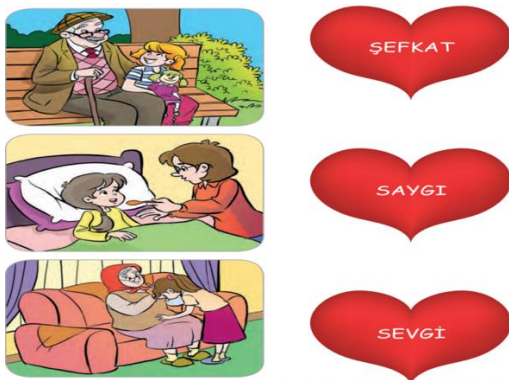


For visual 9, P2 said, "(...) the root value of love may have been emphasised. Two children sharing breakfast together may also have emphasised the importance of breakfast for children." For visual 4, P2 said, "It interprets a happy moment of the students. We see a happy, fun moment at school. There is respect and patience, waiting in line, those in the back support those in the front, and from this, the root value of love is understood.

Regarding the adequacy of the use of the root value of love in the first grade Life Studies s textbook, the participants stated that 53 uses were sufficient and 7 uses were not sufficient and that the visuals should be improved. P2 stated that visuals 7, P3: 3.; P5: 5. 7. and 10. P6: 14.15, 16 were insufficient. P2 wrote the following statement for visual 7:

"The mother feeding the child reminds me of compassion, the old man and the child sitting side by side reminds me of love, and finally the child kissing the old woman's hand reminds me of respect. Root values such as respect, love, responsibility and patience were emphasised. Matching is a successful idea in terms of seeing what children understand these words, but the pairings and visual equivalents were used incorrectly."

Image 7.



P5 said for the 7th visual: "The 1st visual expresses love, the 2nd visual expresses compassion, the 3rd visual expresses respect better, there may be a mistake in the pairings, it is an inadequate visual."

P2 for the 7th visual: "Compassion, respect, love, we already see these in the pictures, and repeating them in the heart causes perceptual confusion and dictation. Here, it should be left to the child's interpretation a little more. The root value of patience is in the image with the mother and the child, and the root value of respect is the respect given by the elder to the younger and the younger to the elder. These pictures should be used one by one and the hearts on the side should not be there. It is an inadequate visual".

P3 used the following expressions for the adequacy of the 3rd visual: "A visual that needs to be improved, although it seems to describe an innocent communication in the picture, the fact that the male adult figure, who is probably the garden guard, is behind the male adult figure, damages the mutual respect situation and causes an overwhelming superiority opening. Instead, a more sincere way of expression in which mutual respect is seriously experienced should be preferred."

Image 3.



Findings on the Sufficiency and Frequency of Use of the Root Value of Responsibility in the Visuals in the First Grade Life Studies Textbook

It was determined that the value of responsibility was used 45 times in 16 different uses in the visuals in the first grade Life Studies's textbook. In line with the answers given to the form, the opinions of the participants are presented in a table.

Table 3.

Participant Number	Selected Image Number
P1	1, 2, 3, 4, 6, 7, 12, 11, 13, 14, 16.
P2	4, 6, 7, 8, 10, 11, 12, 15, 16.
P3	3, 5.
P4	1, 2, 3, 4, 5.
P5	8, 12, 16.
P6	1, 6, 7, 8, 11, 12, 14, 16.
P7	4, 8, 11, 12, 16.

It was observed that the root value of responsibility was reflected in the visuals. P2 used the following expressions about the reflection of the root value of responsibility on the visual number 10: "The visual contains the message that the child who watches the exemplary behaviours of his/her peers will be positively affected by animal love. The visual may be related to the root values of friendship, love, respect and responsibility."

Image 10.

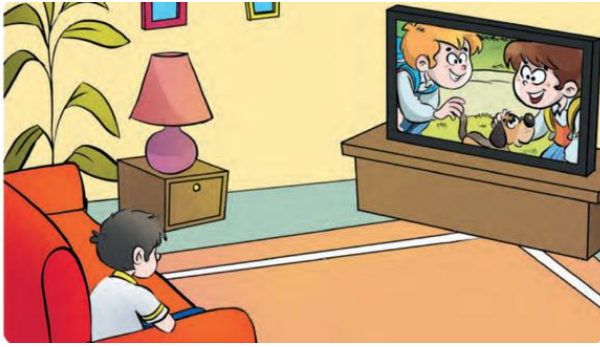


Image 11.



The root value of responsibility was found to be sufficient in 37 uses and insufficient in 8 uses in the visuals in the first grade Life Studies textbook. P1 used the expression "partial changes should be made, not irresponsibility but responsibility awareness should be given with the right example" for the 11th visual. P3 found the 11th visual inadequate and said, "I do not think that a child who sees this picture in the national education book will gain much, it will be more efficient to give the value of responsibility by associating it with positive". P2 made the following statements about the adequacy of the 16th visual.

Image 16.



"In order to leave a good trace in the visual memory of the students, the book may include a poster and visuals supporting the poster, but this is not enough for visual support. There should be other visuals related to recyclable wastes so that the root values of love and respect for nature can be further reinforced."

Findings on the Adequacy and Frequency of Use of the Patriotism Root Value in the Visuals in the First Grade Life Studies Textbook

It is seen that the frequency of use of the root value of patriotism in the visuals in the first grade Life Studies's textbook is reflected in 20 uses in 7 different visuals. The determinations of the participants are presented in a table.

Table 4.

Participant	NumberSelected Image Number
P1	1, 13.
P2	12,14.
P3	5, 12, 13, 14, 15.
P4	1
P5	1,13, 14.
P6	1, 13, 14.
P7	1,13, 14, 16.

When the answers given to the form were analysed, P5 said for the 13th visual: "The root value of patriotism was processed in the visual in which one of the moments of national celebration was conveyed", while P4 said for the 1st visual,

"School is a warm home. This was the first impression for me, the visual was intended to express gratitude and respect for the flag, homeland and the founder of the republic. Root values such as love, respect and patriotism in the National Education Programme were tried to be processed."

Image 1.



It was determined that the root value of patriotism was sufficient in 16 uses and insufficient in 4 uses in the visuals in the first grade Life Studies textbook. For the 1st visual, P1 said "There is stagnation in the visual. In order to eliminate this, the visual can be animated by adding small shapes and flags to the windows. The root value of patriotism is reinforced and these changes need to be made.",

P3: *"Everyone waves the flag in a fair way, there is justice and respect. Patriotism is the most prominent root value, but since the colours of the visual and the background of the wall are the same, the root values to be emphasised are drowned due to the colours of the visual and the expression becomes difficult."*

Findings on the Sufficiency and Frequency of Use of the Root Value of Benevolence in the Visuals in the First Grade Life Studies Textbook

It is seen that the frequency of use of the root value of benevolence in the visuals in the first grade Life Studies's textbook is reflected in 6 different visuals and 16 uses. The determinations of the participants are presented in a table.

Table 5.

Participant Number	Selected Image Number
P1	2, 9, 12.
P2	1, 2.
P3	1, 12.
P4	2,5.
P5	2, 12.
P6	6, 12.
P7	2, 9.

When the answers given to the form were analysed, P2 said for the 12th visual: *"The feeling of goodness and benevolence stands out in the visual. Pedestrians crossing at green light, cars stopping at red light, traffic police reminded the visual elements in traffic rules. The visual may be related to the root values of patience, respect, love, responsibility and benevolence."* He included the following statements.

Image 9.



Image 12.



For the 6th visual, P1 said, "When I look at the visual, I see that the root values of friendship, respect, love and benevolence want to be given". The value of benevolence is adequately reflected in all 16 uses of the visuals in the first grade Life Studies textbook. P7 used the following expressions about the adequacy of reflecting the root value of benevolence in the 9th visual

"In the visual, students who eat and share their food with their friends are depicted. In addition to helpfulness, it is a useful visual that can be emphasised on healthy nutrition and its subject. The visual contains the root value of friendship and helpfulness. It is an image that should be included in primary school first grade books. The topics of benevolence and healthy eating can be easily discussed and discussed through the visual. I found it valuable in terms of harbouring two different first subjects."

Discussion and Conclusion

Children start primary school education with the Life Studies textbook. When we look at the literature, the concept of value is usually conveyed through text and visuals. In this sense, the Life Studies textbook is a book prepared to add value to students (Özkan, 2017). Visuals of textbooks are remembered in students' memories more than texts. Visual intelligence is said to be the first language used by the human brain. For this reason, the quality of the visuals to which the person is exposed also affects the development of visual intelligence (Başaran, 2004). In this context, first grade Life Studies textbook and visuals are important in learning. The permanence of visual learning is more effective than learning by reading or hearing (Arslan & Ergin, 2010).

Since the first grade Life Studies textbook is a textbook that has the responsibility of bringing the student closer to the school environment and introducing the school environment at the beginning of the school years, the pictures in this book are illustrated in accordance with the psychological and artistic stages of the child, which increases the child's

interest in the book (Gürol, 2002). The academicians who responded to the form in the study support this view. The fact that the visuals selected in the study were not suitable for the developmental level in reflecting the root values and the reflection of the root values on the visuals was found to be insufficient supports this view. Gürol's study conducted in 2002, in the same study, found the suitability of the colours to the subject inadequate and argued that the typesetting in the drawings negatively affected the learning and perception of the child in visual education. In our study, although there is no data on the typefaces, it is seen that the colours are used brighter and more balanced compared to Gürol's study conducted in 2002.

It is seen that the textbook with the highest frequency of reflection in terms of the subject of values among the Life Studies textbooks is the third grade Life Studies textbook (Erbaş, 2020). More visuals should be included for first-grade students who are in the concrete operations period. It is thought that this ratio in third-grade textbooks should not be reduced, but the visual density and adequacy of visuals in first-grade textbooks should be increased to create books suitable for students' developmental levels. Learning values is a cognitive process. Individuals have different learning areas. In this context, it is very important that the Ministry of National Education takes into account the areas of intelligence while preparing textbooks. Another study conducted by Erbaş (2020), identified 574 value-expressing contents in the first grade Life Studies textbook and stated that 212 of them were conveyed through visuals. Although 212 visuals give quantitative data, it is thought that the quality of these visuals should be given importance beyond the number of these visuals, since the quality of the visuals was not examined as a result of this research. In this study, for the relevant age group, the opinions of academicians who state that the visuals are insufficient in conveying the value message and that the visuals are insufficient in an artistic sense without aesthetic concerns in reflecting the values are included.

Although there is no study examining only the visuals of the Life Studies textbook in terms of root values, the fact that one of the most common values in the textbooks examined by Doğan and Gülüşen (2011), Kuş, et al. (2013), is the value of responsibility supports the result of this study. However, these studies were analysed only in terms of text or visual harmony with text. Understanding students' responsibilities, especially in primary school, will help them to be more sensitive to themselves and their environment in the future. It can

be predicted that the widespread use of responsibility value in textbooks can help children recognise and assume responsibility.

Özkan (2017), Kuş, et al. (2013) found that honesty, patience, and justice were among the least common values in the textbooks they examined. These results are summarised in the research. The findings of Doğan and Gülüşen (2011) also support the findings of our study. Doğan and Gülüşen (2011) stated that the values of animal love, hospitality and consistency were used more frequently in the textbooks they analyzed. In this study, the value of animal love was not only analyzed in terms of root values, but it was also observed that animal love was tried to be reflected in visuals as a sub-visual message in the root value of love. It is thought that animal love is an important value like other values.

Güzel (2013) included the values of hospitality and peace, while Candan and Ergen (2014) concluded that the most frequently used value in the Life Studies's textbook was the value of love. In their research, they stated that the reason why the value of love is frequently included in the Life Studies's textbook is not related to the developmental periods of this value, but because the value of love is always a meaningful and important value. As a result of our research, it was determined that the root value of love was used together with many concepts such as flag, nation, friend, book, animal in the third grade Life Studies's textbook. Based on the research findings, it was concluded that the root value of love was the most frequently used root value in this study. The value of peace, on the other hand, is not included among the root values in the Life Studies course curriculum.

In a study conducted by Öztürk (2015), it was concluded that students only respect people older than themselves. When the findings obtained in our research are examined, it is seen that the root value of respect is tried to be visualised by aiming to make students respect each other's rights, not only to older people in the case of reflection of the root value of respect in visuals.

The values of justice and honesty are important and meaningful values that should be included in the Life Studies's textbook at least as much as the value of love. Concepts such as justice and honesty, which play an important role in character formation and social dynamics, should be frequently included in this period when the foundations of values are laid. In the research conducted by Hatay Uçar (2019), it was concluded that the root values of honesty, justice and patience were the least included root values and that these root values were only covered in the questions section and not in the visuals. Again, Hatay Uçar (2019)

stated in his research that values are conveyed through texts at most compared to visuals. This result also supports the findings of our research. Frequent inclusion of the root value in textbooks will positively affect students' access to this value. Therefore, it can be thought that this ratio is not sufficient to achieve the aim of students to acquire the value of honesty. The least common values in the textbooks they checked in their studies were honesty, patience or justice. Again, the least common value in this study was honesty, patience or justice.

As a result of the research, in line with the findings obtained from the academicians participating in the research, it was understood that the least used root value was honesty and the most used root value was love. After honesty, the least used values are justice, patience, self-control, benevolence, patriotism, friendship, responsibility and respect.

As a result of the research, it was concluded that the root values of respect and love were generally used together in the visuals. It was concluded that the most successful root value in terms of the adequacy of the reflection of the root values in the visuals was the root value of benevolence and honesty. While the root values of love, respect, friendship, benevolence, patriotism and honesty were adequately reflected in the visuals, the root values of self-control, responsibility, patience and justice were not adequately reflected in the visuals. The reflection status, adequacy and frequency of the visuals in the primary school first grade Life Studies textbook in terms of root values were determined. In accordance with the results obtained from the study, the following suggestions can be made.

1. The committee that prepared the first grade Life Studies's textbook could give more space to the values of honesty, justice and patience. This may be effective in eliminating the deficiency in the visuals in the current textbooks.
2. Research can be conducted on the concept confusion of the root value of love and respect in the visuals in the first grade Life Studies's textbook.
3. In order to improve the Life Studies textbooks, it is recommended to increase the number of graphic designers, illustrators and designers who are experts in the field of visual arts in the committee that prepares the textbooks.
4. While creating the visuals of Life Studies textbooks, it is recommended to organise nationwide projects and competitions for publishing houses, artists and graphic designers to create book visuals.

5. Working with a wider team while creating visuals and producing visuals with more artistic message value in terms of visuals can have a positive effect on students' acquisition of value.

Ethical Committee Permission Information

Name of the board that carries out ethical assessment: Dicle University Social and Humanities Scientific Research and Publication Ethics Board

The date and number of the ethical assessment decision: 25.01.2021 -12346

Author Contribution Statement

Ayşe ÖZÇINAR: *Conceptualization, literature review, data curation, methodology, implementation, data analysis, original draft, language editing, and writing.*

Fatih YILMAZ: *Conceptualization, methodology, implementation, data analysis, original draft, language editing, and writing.*

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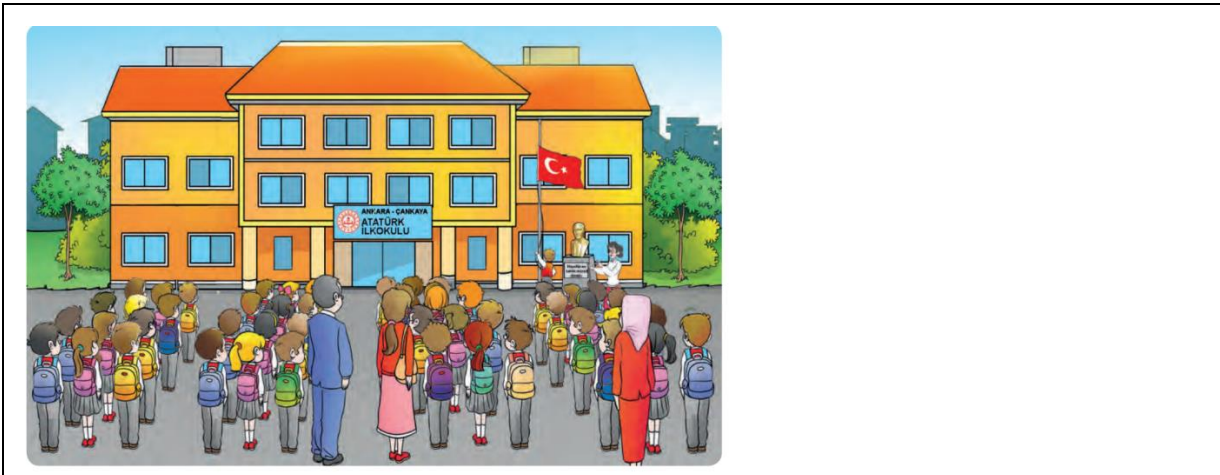
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Annex 1.

Görsel1.



Feldman Modeline Göre Görsel 1'in Sanat Eleştirisi.

BETİMLEME: (Görülenlerin tanımlanmasını yapınız. Resimde hangi nesnelere görüyorsunuz, hangi dokular, biçimler, renkler mevcut. Renkler canlı ve parlak mı kullanılmış, yoksa tersine mi? Görsel hakkındaki bilgileri, açık ve somut bir şekilde belirtiniz.)

ÇÖZÜMLEME (ANALİZ): Betimleme bölümünde vermiş olduğumuz cevapların her biri birbiriyle nasıl bir ilişki sergiliyor? Bahsi geçen tasarım unsurları birbiriyle ilişkili olarak nasıl organize edilmiş, nasıl birbirini tamamlıyor, nasıl bir armoni oluşturuyor veya nasıl bir rahatsızlık veriyor bu tasarım bozuklukları nelerdir? Ritim, çeşitlilik, Denge, vurgu, Hareket v.b. yönden ele alınız.

YORUM: Görsele bakarken ne hissediyorsunuz?

Görsele bakarken ne düşünüyorsunuz?

Görselede ne anlatmak istemiş?

Görselede Milli Eğitim programında yer alan hangi değerler verilmek istenmiştir?

YARGI:

Bu görsel ilköğretim 1.sınıf ders kitabında yer almalı mı almamalı mıdır? Nedeniyle yazınız.

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