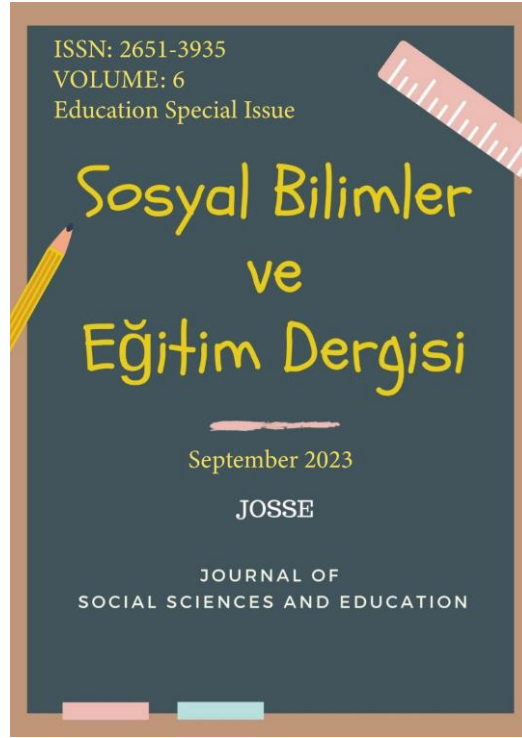


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Evaluation of The Texts in the Fifth Grade Turkish Textbook in Terms of Root Values

**This study is an extended version of the oral presentation presented at the IXth International TURKCESS Education and Social Sciences Congress held between May 18-20, 2023.*

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ABSTRACT

Research Article

The aim of this study is to examine the texts in the fifth grade Turkish textbook in terms of root values in the 2019 Turkish Language Teaching Program. Basic qualitative design, one of the qualitative research methods, was used in the study. The object of the study is the fifth grade Turkish textbook of the Secondary School and Imam Hatip Secondary School prepared by Anıttepe Publishing, which was used as a Turkish textbook at the fifth grade level of secondary school in the 2022-2023 academic year. Research data were obtained through document analysis. Within the scope of the research, 40 reading, listening and free reading texts under 8 units in the fifth grade Turkish textbook were analyzed in terms of ten root values. In these evaluations, the sub-values related to the ten root values were taken as criteria. As a result of the research, the texts in the fifth grade Turkish textbook were related to the ten root values in 173 places in total. It was concluded that the most used values in the textbook are responsibility, self-control, patriotism and love, while the least used values are justice and honesty. When the units in the textbook were examined in relation to the values, it was found that the root values were mostly used in the units of Our National Culture, Virtues, Individual and Society; and least in the units of Health and Sports, Science and Technology, Nature and the Universe. As a result of the research, it was determined that the root values were not homogeneously distributed in the units and texts in the fifth grade Turkish textbook.

Keywords: Value, root values, fifth grade, Turkish textbook, secondary school

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Introduction

In social life, the values that affect the thoughts and behaviors of the individual directly or indirectly, and that constitute the source of many behaviors, are the most important factors. Throughout his/her life, the individual creates his/her own value judgments by feeding from many sources and makes analyzes, interpretations and evaluations about the functioning of life based on these value judgments. The individual creates values as a form of social behavior. Values are important criteria in many elements such as the individual's thought structure, behaviors, attitudes, productions, etc. Values, which have individual and social dimensions, are an inseparable element of life.

Many definitions have been made on the concept of value, which has a very important impact on the individual's thought structure and actions. However, the meaning of the concept of value is a very broad concept that differs according to the context in which it is used and the paradigm taken as reference (Topal, 2019). TDK Current Turkish Dictionary (2023) defines the concept of value as "1. An abstract measure used to determine the importance of something, the value of something, value. 2. The totality of material and immaterial elements that cover the social, cultural, economic and scientific values of a nation." Value is the common name given to each of the beliefs that affect people's thought system and behaviors, determine evaluation criteria and guide people in many issues (Beşer Yıldırım, 2022). Values are the basic principles and beliefs that guide human behavior and the basic standards by which actions are judged as desirable or good (Halstead & Taylor, 2000). Value is an abstract concept that defines the goals expected to be realized for the individual or society and the means used to achieve these goals (Bakırcıoğlu, 2016). Values are the products of the thought system that guide and shape the behavior of individuals (Tezcan, 2018). Value is a set of beliefs that guide people's actions, which includes the qualities that distinguish the individual from other living things and the existence characteristics that reveal the existence of the individual (Ulusoy & Dilmaç, 2020).

Values are either lost over time as a result of the protection or disregard of individuals in society, or they can be passed down from generation to generation and maintained for years. When the general (universal) values accepted by many societies and sustained for years are examined, we come across values such as leadership, truthfulness, morality, morality, justice, responsibility and benevolence that direct the individual to the line of being an ideal human being (Topal, 2019, p. 246). Values can be passed down from generation to generation and

maintained for years, or they can lose their importance over time or even disappear completely. People are not born with values; they acquire them through social means and different interactions (Bostrom, 1999; as cited in Demirel, 2022).

In order to fully understand values, their basic characteristics should be known. Fichter (2019) stated the characteristics of values as follows:

- Measures that give meaning to society.
- Values are agreed upon by the majority of society rather than on the initiative of any one person.
- Values can be conceptually abstracted from other valuable objects because they require interpersonal reconciliation.
- Values are taken seriously. People see values in conjunction with the protection of the common welfare and the fulfillment of needs.
- Values are intertwined with enthusiasm, for which individuals make sacrifices and even risk death.
- Values guide the individual in choosing and fulfilling social roles.

Values education, which is an important part of individual and social life, is a subject that has been emphasized from past to present. Values are also a carrier of cultural structure, a guiding and practicing structure in intercultural interaction and culture. The main purpose of value education is to help individuals adopt good and beautiful values created as a result of social consensus. Tezcan (2018) defines values education as an educational activity that encourages the acquisition of moral values and principles and carries individuals from youth to adulthood. In this respect, the aim of values education is to contribute to the upbringing of individuals with responsibility and moral judgment in society. The goal to be achieved in value education is to ensure that the individual, who is a part of society, reaches a certain maturity in terms of human behaviors (Karagöz, 2009). Values are one of the most important building blocks of cultural transmission. Since cultural transmission enables the nurturing of socially desirable cultural values, the teaching of values is one of the most important goals of the educational process (Çubukçu, 2014).

The individual is involved in value education from birth. Whether they are aware of this or not is not important. However, the value awareness given at school is gained in a planned and programmed manner. Within the educational policies of states, the idea of giving values to their citizens is dominant (Ulusoy & Dilmaç, 2020). It is now generally accepted that values education is an important and fundamental component of the education and training process in

helping students acquire values (Khan et al., 2021). Values seen as the source of social welfare it is very important that it is taught in schools as one of the fundamental issues of a democratic society (Gegiou et al., 2019). In other words, it can be said that the education of values in the education process is among the educational goals.

The Turkish and Literature course aims to teach students how to read and write correctly and beautifully, listen, speak and apply grammar rules, as well as to provide them with national, moral, social and universal values. The main material used by the course to achieve these aims is the textbooks and the texts given in these books (Şen, 2008, p.764). These texts should make students love their mother tongue, arouse their interest in cultural and historical values, provide them with many cognitive and affective skills and educate them by giving various messages. In short, these texts are of great importance in terms of forming the skeleton of Turkish and literature lessons and being the materials that keep the lesson alive (Solak & Yaylı, 2009).

Textbooks used as the main course material in Turkish lessons are very important in terms of providing students with basic language skills (Çeçen & Çiftçi, 2007). In Turkish lessons, which is the most important lesson of the language learning and teaching process, textbooks are one of the most functional and frequently used teaching materials of this process (Harmankaya, 2022). Textbooks are course materials that are prepared in line with the teaching programs and undergo a certain control. Yorgancı (2022) states that the skills and values that students should gain in Turkish lessons are tried to be gained through textbooks and that the selection of texts to be found in textbooks should be in accordance with the qualifications in the Turkish curriculum. Textbooks are the most effective course materials in learning environments in terms of being easy to access and presenting the learning process to students in a planned way (Harmankaya & Taşkın, 2019). Textbooks, which are one of the most basic course materials that students have concretely, are expected to reflect the educational goals of the country. In this respect, it can be said that textbooks are important educational materials for value education.

In July 2017, the Ministry of National Education changed its philosophy of education and training to a certain extent. "In line with the changing philosophy of the Ministry of National Education, efforts to develop, renew and update curricula started on a new track in 2005 and were completed in the 2015-2016 academic year. Since the beginning of the 2016-2017 academic year, a comprehensive renewal (update, review, replenishment and modification) work has been carried out on 51 curricula." (MoNE, 2017a). This update work was carried out after a certain process was carried out with the participation of many educational

stakeholders by adopting current educational approaches in line with developments in the field of education.

In this statement published by the Presidency of the Board of Education and Discipline on July 18, 2017, under the title "On our efforts to renew and change the curriculum", ten root values related to "Values Education" are mentioned (MoNE, 2017a). These values are: "justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism and benevolence" (MoNE, 2020). The ten root values in the program (MoNE, 2019) and the sub-values they are related to (MoNE, 2017b) are shown in Table 1.

Table 1

Ten Root Values and Related Sub-Values

No	Root Value Name	Related Sub-Values
1	Justice	Giving one's right, fair share, equal treatment, being fair...
2	Friendship	Sharing, joint actions, gifting, playing together, loyalty, solidarity, understanding, trust, altruism...
3	Honesty	Keeping one's word, being reliable, being neat & stable, being truthful, being clear & understandable...
4	Self Control	Apologizing when necessary, having self-confidence, taking responsibility for one's own behavior, controlling behaviors...
5	Patience	B being persistent, being resilient, knowing how to wait to get the desired result, tolerating, being perseverance...
6	Respect	Being humble, valuing, valuing other people's personalities, behaving others the way they would like to be treated, observing the position, characteristics, & situation of the addressee...
7	Love	Wasting time for somebody or something, making sacrifices, expressing love, being loyal, gifting to close friends & family members, giving importance to family unity...
8	Responsibility	Taking responsibility for the consequences of one's actions, being consistent and reliable, keeping one's word, being responsible for oneself, one's environment, one's family, one's country...
9	Patriotism	Being loyalty to the country, being hardworking & productive, being sensitive to historical & natural heritage, caring about society...
10	Benevolence	Offering support, being generous, hospitable, cooperating, being compassionate, charity activities...

Table 1 shows the ten root values in the 2019 Turkish Curriculum and the sub-values that these values are related to. The other values that the values are related to are also important in terms of filling the existing values. It is possible to increase the number of sub-values associated with root values. Because it can be said that each of the ten root values has a very wide scope.

In the literature, studies (Beşer Yıldırım, 2022; Çoşkun & Derse, 2021; Deniz & Karagöl, 2018; Doğan & Gülüşen, 2011; Gerekten, 2018; Gül, 2017; Kaygana et al., 2013;

Küçüköğlü et al., 2020; Pilav et al., 2015; Susar Kırmızı, 2014; Şahin, 2015; Şakiroğlu, 2020; Taçyıldız, 2021; Temizkan et al., 2020; Türkmenoğlu et al., 2021) have been conducted at different times at different grade levels in order to determine the extent to which values are included in the textbooks used as one of the basic course materials in secondary school Turkish language teaching and the relationship between the texts in the textbooks and values. There are also studies (Köksal, 2021; Köksal et al., 2022; Horzum & Yildiz, 2023, Sürücü, 2022) in the literature that examine textbooks in other disciplines according to core values. When the literature is examined, there is no study examining the fifth grade Turkish textbook in terms of the ten root values in the 2019 Turkish Lesson Teaching Program. Determining the use of the ten root values included in the 2019 Turkish Language Teaching Program in the texts in the fifth grade Turkish textbook is important in terms of showing to what extent the root values are reflected in the texts in the fifth grade textbooks. Turkish lessons, which are compulsory in the fifth grade curriculum, also have the highest number of lesson hours at this grade level. Since the Turkish course is among the compulsory common courses in secondary school, the books accepted as textbooks by the Ministry of National Education at this grade level appeal to all students attending the fifth grade throughout the country. For this reason, it is thought to be very important to examine how much root values are included in the texts in the fifth grade level books, since it is the basis of the middle school, in order to determine the reflection of the objectives in the program on the content. In addition, the fact that the fifth grade serves as a bridge in the transition from primary school to secondary school was another reason for the preference of books at this grade level. In this context, the aim of the study is to descriptively examine the texts in the fifth grade Turkish textbooks in terms of the "ten root values" in the 2019 Turkish Curriculum. In line with the purpose of the research, the problem sentence of the study was expressed as "Which of the ten root values in the 2019 Turkish Curriculum are included in the units and texts in the fifth grade Turkish textbook?" and an answer to this sentence was sought within the scope of the study.

Method

Model

In this study, basic qualitative research design, one of the qualitative research designs, was used. Merriam (2015) states that the basic qualitative design is one of the most common forms of qualitative research used in education and that data can be collected through observation, interview or document analysis and analyzed with an interpretive approach. In this study, as stated in the basic qualitative research design, an existing document (fifth grade Turkish textbook) was analyzed from a specific aspect (in terms of ten root values).

Review Objects

This study was limited to the fifth grade Turkish textbook. This limitation was made in order to examine the relationship of the texts in the textbook with root values in depth. For this reason, the object of investigation of this study is the "Secondary School and Imam Hatip Secondary School 5th Grade Turkish Textbook" (Çapraz Baran & Diren, 2022) prepared by Anıttepe Publishing, which was decided to be taught as a fifth grade Turkish textbook for 5 (five) years starting from the 2019-2020 academic year with the decision of the Board of Education and Instruction dated 18.04.2019 and numbered 8 (45th in the attached list) and was taught as a fifth grade Turkish textbook in the 2022-2023 academic year.

Collection of Data and Analysis

This study does not require Ethics Committee Permission since the texts in the fifth grade middle school textbook were analyzed in terms of root values. In the study, document analysis technique was utilized to collect data. Document analysis is referred to in the literature as "documentary observation", "systematic examination of existing records or documents as a data source", "document scanning" and "library research" and is defined as "systematic examination of existing records or documents as a data source" (Karasar, 2023). Document analysis involves the analysis of written materials containing information about the phenomena and facts planned to be researched. In qualitative research, document analysis can be used as a stand-alone data collection method (Yıldırım & Şimşek, 2016).

The 5th Grade Turkish Textbook of Middle School and Imam Hatip Secondary School (Çapraz Baran & Diren, 2022), which was examined within the scope of the research, includes 8 units as "Individual and Society, National Struggle and Atatürk, Nature and Universe, Our

National Culture, Citizenship, Health and Sports, Virtues, Science and Technology". It was observed that there were a total of 5 course texts under each unit, 3 reading texts, 1 listening/watching text and 1 free reading text. There are 24 reading texts, 8 listening texts and 8 free reading texts under 8 units in the textbook, totaling 40 texts. The units in the fifth grade Turkish textbook and the texts in these units were analyzed by document analysis in terms of the ten root values in the 2019 Turkish Curriculum (Table 1). The data obtained are presented descriptively in the findings section. In addition, sample sentences from the texts in the textbook, which are related to the ten root values, are given under the descriptive data.

Findings

This section presents the findings obtained as a result of the analysis of the data obtained in the study.

The Situation of Root Values in Units and Texts in the Fifth Grade Turkish Textbook

The problem statement created in line with the research purpose was expressed as "Which of the ten root values in the 2019 Turkish Curriculum are included in the units and texts in the fifth grade Turkish textbook?". In this direction, the findings showing which of the ten root values in the 2019 Turkish Curriculum are included in the units and texts in the fifth grade Turkish textbook are presented in Table 2.

Table 2

Fifth Grade Turkish Textbook's Units and Texts Including Root Values

Unit Name	Text Name	Justice	Friendship	Honesty	Self Control	Patience	Respec	Love	Responsibility	Patriotism	Benevolence	Total
1. Individual and Society	Memleket İsterim	✓	✓		✓		✓	✓	✓	✓	✓	8
	Hoşça Kalın, Güle Güle				✓		✓		✓			3
	Anadolu'da Konukseverlik						✓			✓	✓	3
	Gelenekseldir											
	İlk Ders (Listening)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
	Çocuk ve Baloncu (Serbest Okuma)					✓						1
2.	Mustafa Kemal'in Kağnısı								✓	✓	✓	3
	Dumlupınar Savaşı								✓	✓	✓	3

Unit Name	Text Name	Justice	Friendship	Honesty	Self Control	Patience	Respec	Love	Responsibility	Patriotism	Benevolence	Total
National Struggle and Atatürk	6 Mart 1915 Gecesi				✓	✓			✓	✓	✓	5
	Bir Temmuz Gecesi (Dinleme/İzleme)				✓	✓		✓	✓	✓	✓	6
	Şahin Bey (Serbest Okuma)		✓			✓				✓	✓	4
3. Nature and the Universe	Bu Nehir Bizim				✓		✓		✓	✓		4
	Okland Adası									✓	✓	2
	Deprem				✓	✓	✓				✓	4
	Sakın Kesme (Dinleme/İzleme)				✓			✓	✓	✓		4
	Yarın Gene Sabah Olacak (Serbest Okuma)					✓						1
4. Our National Culture	Kilim			✓				✓		✓		3
	Vatan yahut Silistre		✓		✓			✓	✓	✓	✓	6
	Boğaç Han	✓		✓	✓		✓	✓	✓	✓	✓	8
	Ali Kuşçu (Dinleme/İzleme)		✓		✓	✓	✓	✓	✓	✓	✓	8
	Geyik Ana (Serbest Okuma)					✓		✓	✓	✓	✓	5
5. Citizenship	Çocuk Bahçesindeki Bekçi	✓			✓	✓	✓	✓	✓		✓	7
	Bilinçli Tüketici				✓				✓	✓		3
	Özgürlük		✓		✓				✓	✓		4
	Sokak (Dinleme/İzleme)				✓		✓	✓	✓		✓	5
	Çiftçi ile Çocukları (Serbest Okuma)					✓	✓	✓				3
6. Health and Sport	Karagöz Kibarlık Öğreniyor		✓				✓	✓				3
	Çitlembik		✓		✓			✓	✓		✓	5
	Spor ve Beden				✓							1
	Tavşan ile Kaplumbağa (Dinleme/İzleme)		✓		✓		✓		✓			4
	Dedemin Öyküsü (Serbest Okuma)				✓			✓	✓	✓		4
7. Virtues	Yağlı Güreşçi		✓		✓	✓	✓	✓	✓			6
	Büyüklerle Saygı		✓		✓		✓	✓	✓	✓		6
	Yaşama Sevinci				✓		✓	✓				3
	Paylaşım (Dinleme/İzleme)		✓		✓		✓	✓	✓		✓	6
	Bir Bardak Sütün Hatırı (Serbest Okuma)		✓		✓		✓	✓	✓		✓	6
8. Science and Technology	Barkod											0
	Sosyal Medya Psikolojinizi Etkiliyor			✓	✓	✓			✓	✓		5
	Akıllı Ulaşım Sistemleri											0
	Aziz Sançar (Dinleme/İzleme)			✓	✓	✓			✓			4
	Pastör (Serbest Okuma)		✓		✓	✓	✓	✓	✓		✓	7
Total		4	14	5	27	15	19	21	27	21	20	173

When the data in Table 2 are analyzed, it is seen that the ten root values used in the texts in the fifth grade Turkish textbook are mostly responsibility (27) and self-control (27). These

values are followed by patriotism (21), love (21), benevolence (20), respect (19), patience (15), friendship (14), honesty (5) and justice (4). In the fifth grade Turkish textbook, it is seen that the total number of texts that include ten root values is 173.

When the inclusion of root values in the units is examined, it is seen that the unit with the most root values is "Our National Culture (30)", which is the 4th unit in the fifth grade Turkish textbook. This unit is followed by "Virtues (27)", "Individual and Society (25)", "Citizenship (22)", "National Struggle and Atatürk (21)", "Health and Sports (17)", "Science and Technology (16)", "Nature and the Universe (15)".

When the texts in the fifth grade Turkish textbook presented in Table 2 were analyzed in terms of their inclusion of ten root values, it was determined that the listening/watching text "İlk Ders (10)" in the "Individual and Society" unit was related to all ten root values. The free reading texts "Boğaç Han (8)" and "Ali Kuşçu (8)" in the "Our National Culture" unit; "Çocuk Bahçesindeki Bekçi (7)" in the "Citizenship" unit; and "Pastör (7)" in the "Science and Technology" unit are the other texts with the highest number of relationships with ten root values. When the texts in the fifth grade Turkish textbook were examined in terms of their inclusion of ten root values, it was found that the texts "Barkod (0)" and "Akıllı Ulaşım Sistemleri (0)" in the Science and Technology unit had no relationship with any of the ten root values. The free reading texts "Çocuk ve Baloncu (1)" in the Individual and Society unit, "Yarın Gene Sabah ılacak (1)" in the Nature and the Universe unit and "Spor ve Beden (1)" in the Health and Sports unit were found to be related to only one of the ten root values.

Sample Sentences Related to Ten Root Values

Sample sentences of the texts in the fifth grade Turkish textbook examined within the scope of the study are given below. In the relationship of the texts with ten root values, it was tried to be determined by taking into account the sub-values related to the root values in Table 1.

1. Justice:

- Let there be no rich and poor, no you and me (Memleket İsterim)
- I gently stroked her chin and asked her, as I ask all the girls: "Is your name Zehra or Ayşe?" (İlk Ders)

2. Friendship:

- Mr. Şahin looked at his loyal friends with love and asked, "Are you ready to die with me for our homeland?" (Şahin Bey)

- I'm not enough, I made a folk song, I'm tired of this life. (Kilim)
- Look Karagöz, you are my friend of forty years. (Karagöz Kibarlık Öğreniyor)
- You saved him, the doctor told me. (Çitlembik)
- Joys between us,
- It will increase as we share. (Paylaşım)

3. Honesty:

- If that information is not there when you type it into a search engine, people don't believe it. (Sosyal Medya Psikolojimizi Etkiliyor)
- Was it you who sang a folk song yesterday afternoon, Munise? (The day before, I heard a thin child's voice singing a folk song in one of the gardens in the neighborhood.)

I was, teacher, she said. (İlk Ders)

- He was not very confident in himself and thought that he would not be as successful as other students in laboratory work. (Aziz Sancar)

4. Self-Control:

- There was great excitement and anxiety. What if Nusret was discovered by enemy ships? That would have been a disaster. The salvation of the homeland depended on throwing these mines into the sea. This had to be accomplished quietly. Everyone was excited and afraid. (6 Mart 1915 Gecesi)
- I'm sorry, Mr. Sinan.

Furkan and his friends said they did their part. (Bu Nehir Bizim)

- I wish I had listened more carefully in class (Deprem)
- I didn't chew the grass and jump over the wall like some kids do, but I still didn't like the watchman yelling at me. (Çocuk Bahçesinde Bekçi)
- Should not be wasteful (Bilinçli Tüketici)
- I promised myself that once I learned to read and write, I would write him a letter. When I started school and learned to write, I did. (Yaşama Sevinci)
- Those were the days when the Pasteur tried to fulfill the promise he had made to himself as a child. (Pastör)

5. Patience:

- The patience of the people of Antep had reached its limit (Şahin Bey).
- My father told me to be brave and patient to support my brother. (Deprem)
- We waited at the gate of the park until the watchman left for lunch. I had a hard time restraining my brother who was impatient to go in. (Çocuk Bahçesindeki Bekçi)

6. Respect:

- ...humane, friendly behavior towards strangers, orphans, travelers... (Anadolu'da Konukseverlik Gelenekseldir)
- The district governor said that they would follow up on the issue and thanked the children for their interest. (Bu Nehir Bizim)
- I was very proud of him. (Deprem)
- "Do not try to sell the fields. We inherited them from our ancestors. A great treasure lies in them." (Çiftçi ile Çocukları)
- He knocked the door a little timidly. When he saw the lovely young woman opening the door, he felt a little embarrassed and excited. Instead of asking for something to eat, he mistakenly asked, "May I have a glass of water, please?" (Bir Bardak Sütün Hatırı)
- We have to respect old age, maternal love, disability, fatigue and death. (Sokak)

7. Love:

- Let there be an end to brothers' quarrels (Memleket İsterim)
- It was as if his spirit floating in the sky was shouting: "Thanks be to God!" (6 Mart 1915 Gecesi)
- The young woman noticed the boy's confusion and shyness and invited Howard inside, thinking he might be hungry. She sat him down next to the stove to warm him up and brought him hot milk with water and some cookies. (Bir Bardak Sütün Hatırı)
- After these words from the doctors, Pasteur decided to try the vaccine. It was one of the most important moments in his life. And it was the first time the vaccine was tested on a human being (Pastör).
- We will be on the streets until our President says it's over. (Bir Temmuz Gecesi)

- Pick up a walking stick dropped by an old man. If two children are fighting, separate them. (Sokak)

8. Responsibility:

- After the Battle of Sakarya, Gazi Mustafa Kemal began preparations for a major war to drive the enemy out of the country (Dumlupınar Savaşı).
- My son, I am giving you a very important task. The salvation of the homeland depends on the successful fulfillment of this task. (6 Mart 1915 Gecesi)
- Why didn't they understand? Or was he unable to explain himself? (Bu Nehir Bizim)
- Be a conscious consumer (Bilinçli Tüketici)
- Born into a poor family, Howard (Havırt) was a boy who went door-to-door selling various items to support his family and pay for his own school fees. (Bir Bardak Sütün Hatırı)

9. Patriotism:

- Elifçik ran to Kocabaş's place, and marched on the enemy, high and lofty (Mustafa Kemal'in Kağnısı).
- After the Battle of Sakarya, Gazi Mustafa Kemal began preparations for a great war to completely expel the enemy from the country (Dumlupınar Savaşı).
- Since the old buildings have been restored in accordance with their originals, the city has not lost the beauty and characteristic of its founding years. (Oakland Adası)
- In our tradition, kilim means knowledge. (Kilim)
- In the intervening months, we prayed for the unity of our homeland. (Bir Temmuz Gecesi)

10. Benevolence:

- On winter days let everyone have hose and home (Memleket İsterim)
- The human, friendly behavior of Turks towards foreigners, strangers, strangers, orphans, travelers who come to their countries and cities, villages and towns, in short, their hospitality is very old. (Anadolu'da Konukseverlik Gelenekseldir)

- They prepared an offensive plan together. (Dumlupınar Savaşı).
- However, seeing his homeland under occupation caused him indescribable pain. (Şahin Bey)
- Today, the Maori and these immigrants are working together to make Oakland the most beautiful and comfortable city in the South Pacific Islands. (Oakland Adası)
- Then an uncle came and gave us blankets and food. (Deprem)
- Hand in hand,

When we join forces,

Everyone has their own opinion

It's good when we are together. (Paylaşım)

Discussion and Results

In this study, it is aimed to examine the texts in the fifth grade Turkish textbook in terms of the ten root values in the 2019 Turkish Curriculum. There are 8 units in the textbook; there are 5 texts in total, 3 reading, 1 listening/watching and 1 free reading in each unit. Within the scope of the study, a total of 40 texts were analyzed in 8 units. Texts in other activities or evaluation studies were not included in the analysis.

The texts in the fifth grade Turkish textbook are related to the ten root values in the 2019 Turkish Curriculum in 173 places in total. While "self-control, responsibility, patriotism, patriotism, love and benevolence" are the most frequently used values in the texts in the textbook, it was concluded that two important root values such as "justice and honesty" are rarely used. As a result of the research, it was determined that the root values were not homogeneously distributed in the units and texts in the fifth grade Turkish textbook.

Deniz & Karagöl (2018) conducted a study to determine the values in Turkish course and activity books used in fifth and 6th grades and found 148 values in the fifth grade textbook, 24 values in the 6th grade Turkish textbook (MoNE Publications) and 32 values in the 6th grade Turkish textbook (Başak Publications). However, in the study, only 10 root values were examined in the textbook and a total of 21 values were analyzed. In addition, in the related study, the most frequently used values in the fifth grade Turkish textbook were "love, patriotism and respect"; the least frequently used values were "justice, honesty, morality and sincerity"; and in the 6th grade Turkish textbook (MoNE Publications) the most frequently used values are

"friendship and love", the least frequently used values are "compassion, sharing, loyalty, fidelity and keeping one's word"; in the 6th grade Turkish textbook (Başak Publications) the most frequently used values are "love, friendship and respect", the least frequently used values are "solidarity, honesty, compassion, sharing, loyalty, keeping one's word and fidelity". While the results of this study and the results of the study conducted by Deniz & Karagöl (2018) differ in terms of the total values used in the textbooks, they show similarities in terms of the most and least frequently used values.

Şakiroğlu (2020) found that ten root values were used 163 times in total in the texts in the 6th grade Turkish textbook. In addition, in the related study, the most frequently used values in the textbook were "patriotism, love and benevolence", while the least frequently used values were "justice and honesty". It can be said that the results of the study are very similar to the results of Şakiroğlu's (2020) study.

Taçyıldız (2021) limited his study to 80 texts in the first four units of the textbooks at each grade level in order to determine the values in the texts in secondary school Turkish textbooks and to determine to what extent students use the values in the texts in their own texts. At the end of the study, the most frequently used values in the fifth grade textbook were "love, courage, aesthetics and patriotism" and the least frequently used values were "justice, generosity, peace, solidarity, compassion, responsibility, equality, language awareness, sincerity, protection and care". It can be said that the results of the research and the results of the related research are similar in terms of the most and least frequently used values in fifth grade textbooks.

Beşer Yıldırım (2022) analyzed the texts in 6th grade Turkish textbooks in terms of ten root values and found that a total of 102 root values were included. She also concluded that the 6th grade textbooks included "love, patriotism, friendship and respect" the most and "justice, self-control, honesty and patience" the least. While the results of Beşer Yıldırım (2022) and Beşer Yıldırım's (2022) results differ in terms of the total number of root values in the textbook, they show similarities in terms of the most and least used root values.

As a result of the study, no root value usage was found in the "Barkod" and "Akıllı Ulaşım Sistemleri" texts in the "Science and Technology" unit in the fifth grade Turkish textbook. In his study, Şakiroğlu (2020) found that no relationship was established with any root value in the texts "Büyük Keşifler", "Mavi Portakal" and "Buldum.... Buldum..." in the 6th grade textbook. These results are similar to the results of the study. However, Beşer Yıldırım (2022) also found that 11 texts in the 6th grade textbook, including "Mustafa Kemal Nasıl

Atatürk Oldu?, İlaç, Uygarlık Diyarı Harran, Nasrettin Hoca'nın Köyünde, Kiraz Yaylaları, Kış Uykusu, Uç Fil, Büyük Ustayı Ziyaret, Ay Şairi, Sufi ile Pufi, Yosun Pilleri” did not include root values. These results differ numerically from the results of Şakiroğlu (2020) and this study.

In the literature, there are studies that examine Turkish textbooks in terms of values, although they do not directly examine them according to the ten root values specified in the 2019 Turkish Curriculum. In their study, Padem & Aktan (2016) concluded that the fifth grade Turkish textbooks include aesthetics, success, solidarity, love, responsibility and benevolence at the highest level and friendship, pity, truthfulness, courage, good manners, sacrifice, determination, heroism, national unity consciousness, compassion, freedom, loyalty and frugality at the lowest level. Gül (2017) states that the most frequently used values in the fifth grade textbook are success, universality and hedonism, while the least frequently used values are power, benevolence and conformity. Baki (2019) found that aesthetics, kindness, happiness, love, sincerity, and peace, hospitality, and humility were the most frequently used values in the fifth grade textbook. Temizkan et al. (2020) concluded that patriotism, national values, traditions and customs were the most frequently used social values in Turkish textbooks, while justice, self-respect, equality, peacefulness, sensitivity, honesty, trust, tolerance, responsibility, courtesy, and respect were the least frequently used. In their study, Küçüköğlü et al. (2020) show how value education in the Turkish textbook is carried out through preparatory studies, listening and reading books, visuals, and activities; they state that value transfer is made by emphasizing the values of patriotism, unity and solidarity, hospitality, cooperation, honesty, respect and love, which form the basis of the Turkish social structure at all levels. Çoşkun & Derse (2021) concluded that respect, love, responsibility and patriotism were the most common values in the texts in the 6th grade Turkish textbook, while humility, development of aesthetic feelings, self-confidence and optimism were the least common values. When these studies are evaluated together, it is understood that although there are similarities on the value analyzed in Turkish textbooks, there is no unity. This study differs from these studies in that it deals with the value in the Turkish textbook in terms of the ten root values in the 2019 Turkish Curriculum.

Another result obtained from the findings of the study is the inclusion of the ten root values in the units of the fifth grade Turkish textbook. As a result of the research, it was determined that the units of National Struggle and Atatürk (30), Virtues (27), Individual and Society (25) were the units that included the ten root values the most, while the root values were least included in the units of Nature and the Universe (15) and Science and Technology (16). Beşer Yıldırım (2022) also concluded in his study that ten root values were mostly included in

the units of Virtues, Individual and Society, National Struggle and Atatürk, and least in the units of Health and Sports, Science and Technology, Nature and the Universe in 6th grade textbooks. Durhat & Ökten (2020) examined the "Virtues" unit in middle school Turkish textbooks in terms of root values. As a result of the study, a relationship was found with the values of benevolence, love, respect, patience, friendship in the fifth grade textbook, but no relationship was found with the values of justice, honesty, self-control, responsibility and patriotism. In all of the middle school textbooks, it was found that the root values in the "Virtues" unit were not distributed evenly; love and benevolence were the most common values, while patriotism and self-control were the least common values. These results are largely similar to the results of the study and support the results of the study.

The sample sentences presented in the study are important in terms of understanding the relationship between the texts in the fifth grade Turkish textbook and the ten root values. Identifying the sentences that are thought to be related to the root values in the texts and presenting them as examples in the study contributed to the understanding of the functioning of the research. It is thought that sample sentences also facilitate the understanding of the relationship of the relevant text with the root values.

When the results of the study are evaluated together, the relationship of the texts in the fifth grade Turkish textbook with root values is not at the same level. In addition, it is understood that the root values are not distributed equally in the units in the textbook. It is thought that it is very important for the students to acquire these values that the root values targeted to be acquired by the students are equally included in the whole book. In this respect, it can be said that the root values should be distributed more homogeneously in the units in the fifth grade Turkish textbook and therefore in the texts in these units.

Recommendations

It is thought that the sample sentences presented within the scope of the research can also serve as a source for similar studies to be conducted in the literature. The texts to be included in the textbooks used by middle school students, where value judgments begin to be established, should be prepared and selected in accordance with values education. In addition, curricula should include how values should be organized, analyzed and presented to students, and the value needs of society should be taken into consideration. In addition, textbook authors and publishers are recommended to include the values in the curricula in a balanced way.

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