



Reverse Tullip Education

Examination of Values Education Studies in Pre-School Period in Turkey: Last 10 years

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Abstract

In this study, it is aimed to examine the academic studies on values education in preschool education in our country between the years 2010-2020. The sample of the research consists of 1 doctoral study, 10 master's theses and 50 national articles on values education in the preschool period. A total of 61 studies was reviewed. In the research, document analysis method was used. Studies were grouped according to common sub-headings by document analysis. As a result of the research, it was determined that many studies were carried out on values education in the pre-school period, and the studies were dealt with values education from multidimensional and different aspects. It has been revealed that there are few studies on scale studies, studies on games, analysis of cartoons, books and magazines. It has been seen that there are many studies conducted by taking the opinions of preschool teachers and teacher candidates.

Keywords: Preschool, values education, document analysis.

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INTRODUCTION

Culture is all of the beliefs, traditions, thoughts, material and spiritual values specific to a nation (Çüçen, 2005). Cultures have been passed on to generations by nations throughout history. The failure of a nation to transfer its culture from generation to generation means the disappearance of that nation's culture. A society without culture is doomed to extinction. Our culture consists of values based on good morals and life as a nation. The continuation and transfer of our values is very important for Turkish culture.

Value; it is the value given to an object, situation or image, it is from the summary (TDK, 2011). Every society has its own values. Schwartz et al. (2001), the rules that direct the life of the individual, his goals and desires about a situation, and his belief. Value is defined as individuals' decision-making, interpretation of events around them and their guiding beliefs (Bulut, 2011). Values create a perspective for individuals and raise awareness about the environment (Yeşil & Aydın, 2007).

In general, values are the invisible judgements of the society that are assimilated by the society, respond to the needs of the society, and accepted by the people who show the right way. In fact, it can be said that values are the conscience of the society. Specific properties of value are:

- 1.Values unite society with their adoption by individuals.
- 2.Values are the rules that meet the social expectations of the society and protect the interests of the people.
- 3.Values are cognitive and sensory judgements of individuals.
- 4.It is the emotions that are in the consciousness of people and direct them.
- 5.Value judgements are abstract and general (MEB, 2009).

According to Tezcan (1974), the properties of values are as follows:

- 1.It allows the person to determine the target and direction.
- 2.It gives direction to societies.
- 3.It helps people to decide their expectations.
- 4.It helps people evaluate their own behavior.
- 5.It creates a conscience in the person and enables the determination of the right and wrong (Act. Yazıcı, 2006).

Children acquire the social culture and values in which they were born and raised. Because they grow up with that culture and values throughout their lives. Societies determine and maintain values. Values education should be started by giving the values most adopted by the public. Values enable the formation of conscience in children. An individual with a formed conscience can distinguish between right and wrong with his own internal accounting. Good and healthy societies are created by educating children's innately beautiful characters and ensuring the formation of conscience in children (Aydın 2010).

The concept of "values education" emerged with the use of the word value with education. Values education is the acquisition of moral values adopted by the society in order to create conscientious individuals and to convey individuals to the good and the truth. In addition, values education is all the education that individuals receive in school or out of school in order to gain the necessary knowledge and skills to determine their position in the society and to develop their character (TDK, 2011).

Values education by the United Nations Educational, Scientific and Cultural Organization (UNESCO); It is to create and develop positive values of individuals, to realize their own potential and to educate them accordingly. In addition, twelve universal values have been determined by UNESCO. Universal values are "peace, respect, cooperation, honesty, humility, freedom, happiness, love, tolerance, simplicity, responsibility and cooperation".

In recent years, family ties have been decreasing in our country, divorces have increased, and violence tendencies have increased. These negativities experienced in families negatively affected the value acquisition of children (Demirci, 2019). Bad habits have fallen to a very young age and have increased. Teachers, students and society were the ones who suffered the most from these deteriorations. It has been revealed that values education should be given in schools in order to prevent deterioration in society (Çetinbaş, 2015). The purpose of values education and training by the Ministry of National Education; It is to bring our spiritual values that keep the society alive, unite and develop people, and bring peace and prosperity to our generations (MEB, 2010).

With values education, it is desired to raise moral generations who have adopted national and universal values, are beneficial to the society and exhibit exemplary behaviors in the society (Altan, 2011).

With the introduction of values education into schools, 10 root values were determined by the national education. 10 Core values are included in the curriculum as "justice, respect, honesty, friendship, patience, love, self-control, responsibility, helpfulness, patriotism" (MEB, 2010).

The acquisition of values is a lifelong process, but the preschool period is the most important period in which the main values are formed and the foundations are laid (Balat & Dungal, 2009). Therefore, values education should start from pre-school. In this period, the acquisition of value begins in the first family when the child takes his parents as an example. The value of love, which is at the top of all values, is learned in the family (Demirci, 2019). Value education that starts in the family continues with the school. Without the cooperation of school and family, it is difficult for children to reach the desired values (Frydkova, 2013). Since teachers are the people who interact with children the most in schools, teachers are the most effective people in the adoption of values by children (Şen, 2007). In this period, children take their teachers as a model and values can be reinforced with the education given in this period and become a behavior (Kılıç, 2017). In addition, teachers do not only teach academic information in the education process, but also ensure the transfer of our values to the future (Kozikoğlu, 2018). In teaching values, teachers' knowledge, practice and research are of great importance (Yıldırım, 2009). Therefore, teachers should be informed about values education. The first duty of schools, families and society is to raise people who have internalized and applied human values (Ekşi, 2003). A large part of personality development occurs in the pre-school period. Therefore, correct, acceptable and universal moral rules should be taught to children in the preschool period. Examination of values education researches for the development of preschool children and revealing the progress in this field also have an important place. For this reason, this research aims to analyze the content and thematic distribution of studies conducted in the field of pre-school values education in Turkey.

METHOD

Research Model

In this research, it is aimed to examine the articles, master's and doctoral theses on values education in the pre-school period in Turkey. Studies between 2010 and 2020 are included. Document analysis method was used in the research. Document analysis is the systematic gathering of documents, examining and interpreting their contents in detail (Karadağ, 2009).

Scope of the Research

Within the scope of the research, there are 1 doctoral thesis, 10 master's theses and 50 national articles about values education in the preschool period. Theses and articles were obtained by searching the Google Scholar, National Thesis Center of the Council of Higher Education and Journal Park databases. Nine studies that did not have access to the full text were not included in the sample. It is not included in the sampling in congresses, symposiums and papers. Of the 14 studies that did not fit the thematic distribution, 4 were included in the sample under the name of studies investigating from different perspectives. In the sample, two studies (Öztep, 2016; Avcı & İbret, 2016) were used twice in the tables because they fit two thematic distributions.

Data Collection and Analysis

The collected researches were analyzed by dividing into themes according to year, scale adaptations, teacher opinions, parents' opinions, children's opinions, classroom practices, studies on single value, effect on social skills, use of drama method, game method.

Studies that were not included in the themes in the research were tabulated as studies that dealt with them from different perspectives. Various information about the content and results of the studies were given and interpreted. Tables were created according to the themes.

FINDINGS

Of the 61 studies included in the sample, 1 is a doctoral thesis, 10 are master's theses, and 50 are article studies. The distribution by years is as follows.

Table 1. Distribution of masters and articles included in the sample by years

Year	PhD Thesis	Master Thesis	Article
2010	-	-	1
2011	1	-	-
2012	-	-	-
2013	-	1	3
2014	-	-	3
2015	-	1	6
2016	-	-	7
2017	-	1	8
2018	-	3	3
2019	-	4	12
2020	-	-	7
TOTAL	1	10	50
PERCENT	%1.63	%16.39	%81.96

When Table 1 is examined, it is seen that there are more articles on values education in preschool. It is seen that the most studies were in 2019, at least in 2010-2011, and in 2012, there was no study. It is seen that only one doctoral thesis was made in the last ten years. Based on these results, it was seen that the number of articles was sufficient, but the number of doctoral and master's thesis studies was not enough.

Table 2. Distribution according to the methods and models used in the studies included in the sample

Method	F	%
Phenomenology (phenomenology) pattern	10	%16.3
Case study	10	%16.3
Document analysis	8	%13.1
Qualitative research	5	% 8.1
Real trial model	4	%6.5
Mixed method	4	%6.5
Descriptive survey model	4	%6.5
Semi-experimental pattern	3	%4.9
Experimental pattern	3	%4.9
Scanning model	2	%3.2
Methodological method	2	%3.2
Relational screening model	2	%3.2
Action research	1	%1.6
Historical method	1	%1.6
Exception method	1	%1.6
Descriptive model	1	%1.6

When Table 2 is examined, 16 types of methods and models included in the sample have been identified. It has been seen that phenomenology and case study method are mostly used in values education in pre-school education. The least action, historical, special case and descriptive methods were used.

Table 3. Studies based on teacher opinions

Year	Researchers	Name of the study	Method
2013	Yazar, T. Erkuş, S.	Evaluation of Preschool Teachers' Views on Values Education in Preschool Education Program	-Qualitative research -72 teachers -Semi-structured interview
2013	Ünişen, A. Kontaş, H. Akdağ, T.	Evaluation of the Applicability of the 2013 Pre-School Curriculum in Terms of Values Education According to Teachers' Views	-Qualitative research -Survey -90 teachers
2015	Ogelman, H. G. Sarıkaya, H.E.	Preschool Education Teachers' Views on Values Education: The Example of Denizli Province	-Case study -Teacher Opinion Form -46 female teachers
2015	Kuzu, K.	Preschool Teachers' Views on Values Education and the Reflection of These Views on In-Class Practices	-Case study -50 teachers -Semi-structured interview
2016	Şirin, N. Şafak, M. Gür, Ç. Yuvacı, Z. Koçak, N. Koç, İ.	Investigation of the Effects of the Values Education Program on 6-Year-Old Children and Teachers' Opinions	-Mixed method -Case study -200 teachers -Trial model -96 children
2017	Bilmez, B. Tarkoçin, S.	Investigation of Preschool Teachers' Perceptions on Values Education (Bingöl Province Example)	-Descriptive scanning model -75 teachers -Scale and personal form
2017	Yılmaz, M. Yılmaz, Ö.F.	Views of Classroom and Preschool Teachers on Value Teaching	-Descriptive Scan model -80 preschool and classroom teachers -Unbiased cluster sampling -Scale
2017	Uzun, M. Köse, A.	Teachers' Views on the Implementation of Values Education in Preschool Education	-Case study -20 preschoolers -Semi-structured interview
2018	Kozikoğlu, İ.	Investigation of Preschool Teachers' Attitudes and Views on Values Education	-Mixed method phenomenological pattern -110 preschool -Values Education Attitude Scale- semi-structured interview form
2018	Bartan, S.	Examination of Preschool Teachers' Views on Values and Values Education and In-Class Practices	-Phenomenology -10 teachers -Interview form
2019	Kuzu Jafari, K. Demirel, M.	Opinions of Preschool Teachers on Values Education	-Case study -Semi-structured interview -50 teachers
2020	Güzelyurt, T.	Preschool teachers' opinions on values education	-Phenomenology study -Semi-structured interview -50 teachers

12 studies were found on teacher views on values education. Two of them are master's theses, and 10 of them are article studies. In the researches, his views on values education were investigated. In their study, Yazar and Erkuş (2013) found that teachers included values education in line with their own wishes and initiatives. It has been revealed that teachers have difficulties in subjects such as crowded classrooms, insensitivity of parents and lack of support while giving values education. It was seen that they mostly included the values of respect, sharing and love as values. Ünişen et al. (2013) determined that the values most easily taught by teachers are taking responsibility, courtesy, cleanliness, asking for help from elders, obeying the rules, cooperation, admitting to mistakes, frugality, respect and patriotism. It was seen that the values that most of the teachers had problems with were communication, finding mediation, controlling emotions, defending their rights, responsibility, empathy, competition, peace, and using good words. In the study of Ogelman and Sarıkaya (2015), it was determined that the values that children learn most easily are love, responsibility and respect. They concluded that teachers generally face problems such as children coming without gaining value in families, lack of family support, lack of resources, lack of program, lack of information and limited time. In the study of Kuzu (2015), it was determined that teachers benefited a lot from planning and preparation of tools and materials in the lesson planning process, the use of methods and materials in the implementation phase, and the question-answer method and observation in the evaluation process. It has been determined that the teachers use story, drama, game activities and written-visual tools in values education. Teachers think that the values education they give is effective in children. In addition, they stated that with the participation of the family in education, permanence in value acquisition will be ensured. It has been determined that constructivist teachers give more child-centered education and are open-minded than teachers who adopt the traditional approach.

Şirin et al. (2016) teachers stated that the values education program they received contributed positively to both children and themselves in their values education practices. They stated that the values education program is beneficial for children's value acquisition. Uzun and Köse (2017) took the opinions of teachers about values education in their study. They stated that teachers should start value acquisition in the pre-school period. They stated that the values education program should include tolerance, love, patriotism, sharing, helpfulness, honesty and respect. Teachers stated that they mostly included drama and Turkish activities in values education. In addition, they said that they had difficulty in providing values education to children who did not receive education in the family. In the study conducted by Yılmaz and Yılmaz (2017), it was seen that the views on values education did not differ according to age, seniority, in-service course status, the last education level and university. In the study conducted by Bilmez and Tarkoçin (2017), teachers' opinions about values were obtained. Teachers think that values education is necessary for children's future lives. Teachers have a positive view of values education in general. It has been determined that teachers who include values education in their lessons give more importance to the concept of value. Bartan (2018) stated in his research that the aim of values education of preschool teachers is to develop personality and to give good behavior to people and society. Teachers stated that it is important to start value acquisition at an early age. They said that values education can be carried out with the cooperation of school and family. Kozikoğlu (2018) determined in his study that teachers generally view values education positively. It was determined that the teachers gave values education by combining drama, story and play with activities. As in some studies, values education is left to the teacher's discretion. There are no tangible value acquisition activities in the program either. Kuzu Jafari and Demirel (2019) concluded in their research that teachers are most willing to teach values under the name of kindness and universality. Teachers stated that it is difficult to teach these values, but the values below these two values are most beneficial for the development of the students. Güzelyurt (2020) reached the conclusion that preschool teachers should be trained and supported on values education activities. In the researches, it was seen that the views of teachers were generally similar.

In the studies, it was observed that teachers had difficulties in generally intangible values (justice, fidelity, patience, etc.). It was seen that they mostly included the values of respect, love, tolerance and honesty in the activities. It has been concluded that pre-school teachers mostly use materials such as videos, story books, slides and cartoons when applying values education. In terms of method and technique, it was seen that they used mostly drama, game and story techniques. The difficulties experienced by teachers while giving values education are as follows: lack of materials, lack of source books, lack of family support, awareness levels of families and whether children gain values in the family, the large number of students, insufficient level of student readiness, deficiencies in the curriculum and the abstractness of value concepts.

Table 4. Studies based on children's views in values education

Year	Researchers	Name of the study	Method
2017	Tatlı, S. Güngöraytar, F. A.	Examination of Preschool Children's Perceptions of Values and Their Expression Styles	-Phenomenology pattern -196 children -Metaphor study
2018	Bakan, T. Şahin, H.	Investigation of the Effect of Values Education Program on Value Acquisition of Children Attending Kindergarten According to Children's View	-Real trial model -43 experimental and control groups -Children's opinions -Values education program
2020	Topaç, N. Bardak, M. Kirişçi, M. Mertoğlu, E.	Examination of Preschool Children's Definitions of Value Concepts: A Qualitative Study	-Phenomenology pattern -5 years old -20 children -Children's opinions

There are 3 article studies that were made only by taking the opinions of children. Tatlı and Güngöraytar (2017) investigated the way children aged 3-6 perceive and express values in their research. In the research, data were collected by using metaphors, pictures and interview technique. At the end of the research, it was revealed through speeches, pictures and metaphors that the children correctly perceived the values of "compassion, love, benevolence, tolerance, sharing, patriotism, hard work, frugality, honesty and kindness". They even reached the conclusion that some children were above the expected level with the comparisons they made. Bakan and Şahin (2018) sought to determine the views of children by providing pictures and stories in his research. It has been determined that values education positively supports the formation of values such as responsibility, respect, honesty, cooperation, friendship and sharing in children. Topaç et al. (2020), on the other hand, collected data by interviewing and chatting with children. It has been determined that children define some values (helpfulness, sharing, responsibility) in a similar way. It has been observed that children make the definitions by using their experiences and the information they receive from the adults around them. The values they had difficulty in defining were honesty and courtesy. In general, it has been determined that children perceive values correctly and present them correctly.

Table 5. Studies that include drama in values education

Year	Researchers	Name of the study	Method
2016	Kaya, Y. Günay, R. Aydın, H.	Values Processed with Drama Method in Preschool Education The Effect of Education Courses on Awareness Level The Effect of	-Mixed method -11 teachers -Interview -36 children-36 parents -Drama events
2017	Sözkesen, A. Öztürk Samur, A.	The Effect of Story-Based Creative Drama Method on Value Education of 60-72 Month-old Children	-Experimental pattern -15 children's experimental group -15 children control group -8 week story drama program
2017	Kılıç, Z.	The Effect of Activities Based on Creative Drama on Gaining Value to 60 - 66 Months-Old	-Experimental pattern -44 control and experimental groups -Drama events
2018	Kaya, Y. Antepli, S.	Values Education Through Creative Drama in Preschool Period	-Semi-experimental scanning model -16 children-Survey -Drama events
2018	Akgün, K.	The Effect of Creative Drama Techniques Used in Preschool Education on Children's Acquisition of Values	-Experimental pattern -Value Control Scale -40 controls and experiments -Drama events
2020	Memduhoğlu, H. B. Yüce, T.	A Qualitative Analysis of the Application of Drama Method in Values Education	-Case study -Semi-structured -14 teachers

There were 2 postgraduate and 4 postgraduate studies investigating the effects of drama on values education. In all studies, it has been seen that drama has a positive contribution to values education in general. Kaya et al. (2016) studied the effect of drama on the level of awareness in preschool values education. Testing with experimental and control groups, he concluded that drama was effective in raising their awareness. Sözkese and Öztürk Samur (2017) determined in their study that “Values Education Program with Story-Based Creative Drama Method” gave more effective and permanent results in the value formation of preschool children. In his master’s thesis, Kılıç (2017) investigated the level of gaining values to 60-66 month old children by applying creative drama activities. As a result of his study on experimental and control groups, he concluded that values education plans structured with creative drama contributed more to education than values education plans included in pre-school education program. Kaya and Antepli (2018) also determined in their research that values education given with creative drama has a positive effect on value acquisition. Akgün (2018) also investigated the effect of creative drama on values education and reached similar results. In their research, Memduhoğlu and Yüce (2020) examined teachers’ views on the use of drama in values education through semi-structured interviews. In the study, it was seen that teachers mostly preferred drama in abstract values. The reason why teachers prefer the drama method more is that it makes values more concrete and children participate more actively.

Table 6. Studies applied to teacher candidates in values education

Year	Researchers	Name of the study	Method
2015	Çetingöz, D.	Pre-School Teachers’ Views on the Role of the Teacher in Values Education	-Case study -15 teacher candidates -Semi-structured form
2017	Türkoğlu, B.	Opinions of pre-school teachers and pre-service teachers on values education in pre-school period: The case of Konya	-Case study -60 teacher candidates -60 teachers -Semi-structured interview
2016	Avcı, E.K. İbret, B.Ü.	Examination of Pre-School Teachers’ Views on the Value of Patriotism	-Phenomenology Study -Semi-structured interview -66 teacher candidates
2019	Akitürk, H.K.	Opinions of Pre-School Teacher Candidates on Values Education	-Scanning model -116 teacher candidates -Personal information form -Interview form
2019	Beceren, B.Ö. Bilgen, Z.	Investigation of Preschool Teacher Candidates’ Value Perceptions in Terms of Various Variables	-Descriptive Scan model -313 teacher candidates -Portrait Values Questionnaire -Personal information form

Five article studies with pre-service teachers were reached. There is no master’s thesis or doctoral thesis in this field. In his study, Çetingöz (2015) took the opinions of prospective teachers about family cooperation, necessary materials, practices and the active role of the teacher on values education. Candidate teachers have difficulties in values education practices, so teacher candidates should be made more knowledgeable and equipped. Thus, values education can be given more effectively and permanently. In the study of Türkoğlu (2017), pre-service teachers stated that value education begins in the family and that it should gain the value of respect and love in the family. They stated that empathy and helpfulness values would be learned more easily at school. The most preferred activity in practice is game activity. They stated that the social-emotional area developed the most in their development areas and led them to be a good person in their life. In addition, the children stated that they prepare their future life. We will discuss the study of Avcı and İbret (2016) on the value of patriotism for teacher candidates in detail below. Akitürk (2019) tried to determine the views of teacher candidates about values education in his research. In their study, they stated that drama activities, turkish-language activities and game activities can be used most in value education. They stated that the values that came to their minds the most were the values of love, respect, tolerance and honesty. They stated that in order to create a healthy society, children should receive values education starting from the pre-school period. In their study, Beceren and Bilgen (2019) examined the thoughts of pre-school teacher candidates about values. It has been concluded that the value perceptions of teacher candidates vary according to grade level, gender and academic achievement.

Table 7. Studies on single value in values education

Year	Researchers	Name of the study	Method
2016	Karasu Avcı, E. İbret, B.Ü.	Examination of Pre-School Teachers' Views on the Value of Patriotism	-Phenomenology Study -Semi-structured interview -66 teacher candidates
2016	Öztep, C.	Content Analysis of Honesty Stories Prepared for Preschool Children	-Document analysis -35 books
2017	Sapsağlam, Ö.	Examination of preschool children's value perceptions according to the pictures they draw and their verbal expressions: Example of responsibility value	-Phenomenology Study -Interview -Picture drawing -3-5 years old children -60 children
2018	Yıldırım, A.	The Effectiveness of Courage-Based Values Education Practices for 6 Year Old Preschool Children Master's Thesis	-Semi-experimental pattern -20 control group -20 experimental groups -6 years old kids
2018	Pekdoğan, S.	Examination of Preschool Teachers' Views on Respect for Diversity Education	-Exception method -Semi-structured -13 teachers
2018	Şahan Aktan, B. Şahin, Ç.	Evaluation of Preschool 5-6 Age Group Children's Level of Gaining Responsibility According to Parents' Views	-Description model -31 parents -5-6 years old child

There are 6 studies on 5 kinds of values in the studies. These values are patriotism, respect, honesty, responsibility and courage. Avcı and İbret (2016) investigated pre-service teachers' views on patriotism. Teacher candidates stated that the patriotism value is gained in the family, environment and school. They also said that the value of patriotism is to love and protect the homeland. They stated that the foundation of patriotism was laid by teachers in the pre-school period. Öztep (2016) examined 35 books that he determined in his thesis study in terms of honesty value. In the end of the research, it was seen that the emphasis on "falseness and negative results" was more, but the emphasis on honesty and positive results was less. In his research, Sapsağlam (2017) had preschool children draw a picture about the value of responsibility. Afterwards, he tried to determine the value perceptions with verbal expressions by chatting about the pictures. It has been observed that four and five-year-old children can draw the concept of responsibility in their drawings. The results of the research revealed that children perceive responsibility as plant and animal responsibilities, helping parents and self-care responsibilities. Yıldırım (2018), on the other hand, revealed that the studies and practices that include the value of courage in his study play an active role in the formation of children's feelings of courage. The value of courage should be carried out in classroom practices. In the study of Pekdoğan (2018), it was determined that teachers should be role models in learning respect and it is important for them to cooperate with families. It has been seen that activities with respect value should be put emphasis on. It was seen that mostly play and drama activities were chosen while teaching the value of respect. While gaining the value of respect, it was observed that teachers mostly carried out activities on respecting and empathizing with differences. In their study, Şahan Aktan and Şahin (2018) stated that their children are generally responsible. It has been observed that families want to raise children with a sense of responsibility.

Table 8. Studies on the scale in values education

Year	Researchers	Name of the study	Method
2015	Neslitürk, S. Çeliköz, N.	Validity and Reliability Study of Preschool Values Scale Family and Teacher Form	-Methodological research method -Scale development
2016	Atabey, D. Ömeroğlu, E.	Developing the Preschool Social Values Acquisition Scale	-Methodological research method -Scale development

Scale studies in values education are very few. Neslitürk and Çeliköz (2015) tested the validity and reliability of the “Preschool Values Scale Family and Teacher Form” in their study. In the research, they concluded that the scale can be used to determine the values of cooperation, responsibility, honesty, friendship and respect. Atabey and Ömeroğlu (2016) tested the validity and reliability of the social values scale in their study. As a result of the research, it was revealed that the “preschool values acquisition scale” is a valid and reliable scale for testing social value acquisition in children.

Table 9. Studies carried out by taking the opinions of parents in values education

Year	Researchers	Name of the study	Method
2014	Yaka, Ş. Yalçın, D. Denizli, E.	Parent Opinions on the Priority Values to be Given in Pre-School Education	-Scanning model -620 parents -Survey
2015	Neslitürk, S. Özkal, N. Dal, S.	The Effect of the Mother Values Education Program on the Value Acquisition Process of 5-6 Year Old Children	-Mixed method -12 experiment-12 control group -21 session program -Semi-structured interview
2019	Şahin, H.	Determination of Value Levels of Children Attending Kindergarten According to Parents' Views	- Descriptive Scan model -Two scales -374 parents
2019	Demirci, Z.	A Qualitative Study on Preschool Students' Value Perceptions and Their Mothers' Views on Family Relationships	- Phenomenology study -29 mothers -29 children -Semi-structured interview
2020	Arıcı, D. Bartan, M.	Opinions of Mothers Who Continue Their Children in Pre-School Education Regarding the Process of Making Their Children Valuable	- Phenomenology study -Semi-structured interview -20 parents

There were 4 articles and 1 thesis on this subject. Yaka et al. (2014) found in their research that parents give more importance to personal values in schools with high income levels, but parents give more importance to academic values in schools with low income levels. We see that values education has a connection with the economic level. Neslitürk et al. (2015) applied 21 sessions of mother values education program to 12 mothers identified in their research. The program was not applied to the other 12 mothers. Pretests and posttests were administered to both groups. Qualitative data were collected with a semi-structured interview form. At the end of the research, it was seen that the program applied to the mothers positively affected the value acquisition process. In the thesis study by Demirci (2019), mothers stated that their children are responsible, can express themselves, help themselves, and have flexible rules at home. In the data collected from the children, it was concluded that the children love their families and respect their teachers and friends. It was observed that the children’s perception of responsibility was in the form of mothers doing housework and fathers going to work. It has been concluded that the children directly adopt the values education received in the family. As a result of the research of Arıcı and Bartan (2020), it was determined that mothers give more importance to the values of honesty, love, respect and sharing. They stated that mothers find it very difficult to teach children the values of responsibility and sharing. They determined that mothers mostly use role modeling and plain expression in gaining values education. Şahin (2019) found that the scores of the children of low-income families in the values test were lower than the scores of the children of middle-high-income families. They also concluded that the value test scores of the first children were lower than the value test scores of the middle and last children. It has been observed that the number of children in the family and the age of the parents have no effect on the acquisition of values. It has been observed that there is an increase in value gains with the increase in the education level of the parents. It has been seen in the studies that the family plays an active role in values education on pre-school children. In this case, it becomes important for families to participate in values education.

Table 10. Studies on the effect of play in values education

Year	Researchers	Name of the study	Method
2016	Hatun, E. Söylemez, Y. Arıcı, B.	A Sample Study on the Use of the Game of Chess-I Urefa in Values Education in Preschool Period	-Case study -Semi-structured -5-6 years -16 students
2017	Gündüz, M. Aktepe, V. Uzunoğlu, H. Gündüz, D.D.	Values Gained to Preschool Children Through Educational Games	-Action research -23 children -Game activity
2019	Can, E. Günaydın, M.	Value Elements in Children's Plays in Preschool Period: Reflections on Classroom Management	- Phenomenology study -29 teachers - Game event
2019	Erdal, K.	Values Education in Children's Games	-Document analysis -Observation and interview

In this context, 3 articles and 1 thesis study were carried out. In the whole study, it was determined that the game had a positive effect on values education. Hatun et al. (2016) concluded in their study that Chess-I Urefa game supports the formation of values in children and can be used in values education. In their research, Gündüz et al. (2017) found that the child socializes and adopts and gains some values (kindness, courage, helpfulness, belonging, responsibility, sensitivity, tolerance, happiness, justice, respect, kindness and patience) more effectively in the game. In the research of Günaydın (2019), it was concluded that the values education given with the game facilitates the teacher's management of the classroom and that the children adopt values such as friendship, sharing, love and respect. In his research on games, Erdal (2019) determined that instead of talking about values education with children, playing games with values such as cooperation, sharing and helping them make values education more permanent and enjoyable. Children who play traditional games in all conditions learn by doing and living.

Table 11. Studies that include the effects of values education on social skills

Year	Researchers	Name of the study	Method
2011	Öztürk Samur, A.	The Effect of Values Education Program on Social and Emotional Development of 6-Year-Old Children	-Real trial model -44 students -Random cluster sampling
2013	Neslitürk, S.	The Effect of the Mother Values Education Program on the Social Skill Level of Children aged 5–6	-Real trial model -48 experimental-control group -Training for mothers
2015	Tanrıverdi, H. Erarslan, N.	The Relationship between Preschool Children's Social Adjustment and Skill Levels and Value Acquisitions	-Relational screening model -214 children -Social adaptation and skill
2019	Asar, H.	The Effect of Preschool Values Education Program on Social Emotional Adjustment and Value Levels of 5-6 Year Old Children	-Semi-experimental pattern -22 experimental and control groups -Scales -Social emotional adjustment
2020	Dönmez, Ö. Sözen, G. Demirkaya Demirdağ, D.	Investigation of Social Values Acquisitions of Preschool Children According to Different Variables	-Relational scanning model -200 children -Scales

One doctoral thesis, one master's thesis and four articles were reached. Öztürk and Samur (2011) worked with 6-year-old children in their doctoral thesis. At the end of his research, it was concluded that the children who received values education increased "readiness for school, sense of belonging to the family, social trust, regulation of emotions and social emotional development" in a positive way.

In the master's thesis of Neslitürk (2013), the mothers of preschool children were educated with a 9-week mother values education program. At the end of the research, it was revealed that the education program provided positively supported children's social skills such as "cooperation, communication, responsibility, joint action and self-control and expression". Tanriverdi and Erarslan (2015) determined in their research that the values gained through values education have positive effects on the social adaptation skills of preschool children. It has been determined that social incompatibility does not affect value formation in children, and that value formation increases with the increase in social cohesion. In the study of Asar (2019), it was observed that while introversion decreased in children with values education, social-emotional adjustment increased. It has been observed that values education has no effect on the anger-aggression attitudes seen in children. Dönmez et al. (2020) found that girls are more responsible and more respectful. It has been observed that there is less cooperation in case the class size is small. In the study, it was seen that mothers between the ages of 40-49 were more kind and cooperative. No significant relationship was found between course hours, number of siblings, mother's education level, mother's work, father's education level and age.

Table 12. Studies on classroom practices in values education

Year	Researchers	Name of the study	Method
2013	Tarkoçin, S. Berктаş, D. Uyanık Balat, G.	Investigation of the Values Used by Preschool Teachers in their Communication with Children in Classroom Activities	-Qualitative research -4 Teachers -Observation -Sound recording
2014	Doğan Temur, Ö. Yuvacı, Z.	Investigation of Values and Activities Selected from Schools Implementing Preschool Value Education	-Qualitative research -Content analysis method -2 teachers -Examination of In-Class Activity
2017	Akto, A. Akto, S.	Methods and Techniques Used in Preschool Values Education (A Qualitative Research)	-Phenomenology pattern -Semi-structured interview -Class application technique and method determination
2018	Kuzu, K. Demirel, M.	A Case Study on the Comparison of Preschool Teachers' In-Class Practices on Values Education	-Case study -2 teachers -Comparison of applications

4 article studies on in-class practices in values education have been reached. Of these, Tarkoçin et al. (2013) found that teachers mostly use expressions of kindness, responsibility, cooperation, patience and respect while practicing in the classroom. It was seen that they included the values of love, truth, tolerance, compassion, mercy, justice, sharing, cooperation and sharing the least. Doğan Temur and Yuvacı (2014) examined the values and activities given by two teachers in the classroom in their research. They found that it is important and effective for teachers to be models in values education. They saw that various techniques and methods should be chosen and values should be given gradually. It has been seen that abstract values (respect, empathy, truth) are understood more clearly with drama and theater. Akto and Akto (2017), on the other hand, examined the values teachers chose while teaching values and the methods they used in values education in their articles. At the end of the research, the values most preferred by preschool teachers are kindness, tolerance, responsibility, love, respect and sharing. They concluded that the most preferred methods are drama, discussion, story, question and answer, play, presentation and narration. It was observed that the teachers chose the methods randomly. In their research, Kuzu and Demirel (2018) compared the attitudes and thoughts of two teachers about values education practices in the classroom and values education. It has been observed that the teacher with a traditional attitude does not include student-centered activities and is not open to change. The teacher with a constructivist attitude was found to be student-centered in education. As a result of the research, it was concluded that the two teachers' thoughts and in-class values education practices were generally consistent.

Table 13. Studies that analyze values education in storybooks and magazines

Year	Researchers	Name of the study	Method
2014	Dirican, R. Dağlıoğlu, H.E.	Examination of Picture Story Books Published for 3-6 Age Group Children in Terms of Some Basic Values	-Document analysis -Content analysis -135 storybooks -3-6 years
2016	Öztep, C.	Content Analysis of Honesty Stories for Preschool Children	-Document analysis -35 books
2017	Cengiz, Ş. Duran, E.	Analysis of Values on Preschool Period Children Story and Tale Books	-Document analysis -Descriptive research -710 children -192 parents -50 teachers -52 story and fairy tale books
2018	Alabay, H. Can, B.H. Kandemir, A. B. Güney, K.	An Analysis of the Curious Little Child Magazine Published by TÜBİTAK in Terms of Values	-Document analysis -60 magazines -Values document form

There are 4 studies on book and journal review. One of them is a master's thesis work and the other three are article studies. Dağlıoğlu (2014) examined the books written by our local authors for the ages of 3-6 in terms of values. They found that 28.69% of the books contain words expressing value concepts. This 28.69% rate is at a sufficient level. It has been determined that values such as "peace, cleanliness, sharing, kindness, aesthetics, self-confidence, leadership, helpfulness, friendship, respect, tolerance, frugality, empathy, honesty, happiness, responsibility, courage, justice, hard work and love" are frequently included in the books. It was revealed that the least emphasized values were peace, courage and leadership, and the most emphasized values were sharing, friendship, love, kindness and happiness. Öztep (2016) examined the concept of honesty in 35 books he selected in his thesis study. At the end of his research, it was seen that the emphasis was much on the consequences of lying and less on the consequences of truth. Cengiz and Duran (2017) analyzed 52 stories determined in their study according to the values included. In this study, he used descriptive research method. At the end of his study, he concluded that the most common value in the books is happiness, the least included values are solidarity, truth and peace. It has been seen that children and parents attach importance to the aesthetics of the book the most. It has been determined that teachers give importance to the value of happiness in the foreground. Alabay et al. (2018) analyzed 60 journals published between 2012 and 2016 according to universal values. It was determined that the values of cooperation, love and responsibility were emphasized most in the magazines. It was determined that the values of unity, simplicity and freedom were emphasized the least. It has been concluded that values that will adversely affect children are not included at all.

Table 14. Studies analyzing values education through cartoons

Year	Researchers	Name of the study	Method
2015	Karakuş, N.	Evaluation of Theme-Containing Cartoons Addressing Pre-School Period in terms of Contribution to Values Education (Niloya Example)	-Document analysis -Cartoon analysis -18 episodes -157 values reached
2019	Şentürk, Ş. Keskin, A.	Evaluation of Rafadan Tayfa Cartoon Film in terms of National and Universal Values	-Document analysis -20 episodes -Content evaluation form
2020	Kaymak, N. Öğretir Özçelik, A.D.	An Analysis on Universal Values: The Example of Vikings Cartoon	-Document analysis -20 episodes -5-6 years -300 children

Three article studies that analyze cartoons have been identified. Karakuş (2015) examined the contribution of Niloya cartoons to values education in his research. He selected 18 sections and made a review. It reached 157 values in these sections. The most common values were found to be “love, tolerance, sensitivity and kindness”. While giving values education to children, the Niloya cartoon can be used, but it should be in such a way that children do not stay in front of television for a long time. They concluded that the values of freedom and honesty were emphasized through Niloya’s character. Şentürk and Keskin (2019) analyzed 20 selected Rafadan Tayfa cartoons in terms of values. As a result of the examination, it has been determined that cartoons contain all root, national and universal values. It has been determined that Rafadan Tayfa cartoons have positive contributions to the transfer of values to children. In the study of Kaymak and İlkir Özçelik (2020), 20 episodes of the most watched Vikings cartoon on YouTube were examined according to universal values. It has been determined that cooperation, respect, love and happiness are mostly included in the examined sections. Simplicity value was not found in any section. It was seen that other values of unity, freedom and peace were given little place. When we look at the studies, it has been seen that cartoons generally include values and are useful in their transfer.

Table 15. Some studies investigating values education from different perspectives

Year	Researchers	Name of the study	Method
2010	Oruç, C.	Moral Values Education in Preschool Children	-Qualitative research -Content analysis
2019	Özer, M. Çam Aktaş, B.	Values Education Continuity: From Preschool Education Program to Life Studies Curriculum	-Case study -Life knowledge and preschool program comparison
2019	Kayhan, E. Aslan Bağcı, Ö. Erişen, Y.	Values Education in Primary Schools and Pre-School Curriculums	-Historical method -Sıbyan schools and preschool program comparison
2020	Gül, G. Mintaş, S. Engür, D.	The Effect of Values Education with Songs on Preschool Children's Awareness Level	-Real trial model -15 experimental and control groups each -Value education with songs

14 studies on values education from different perspectives were identified. Four of these studies are included in the sample and given in the table. Oruç (2010) stated in his research that the preschool period is morally critical. He stated that in childhood, a sense of us should be formed with moral education instead of egocentrism. He stated that it should be taught to treat living creatures with respect in the pre-school period. He argued that although the moral education given in this period remained abstract, it had an impact on the life of what was learned. He stated that the foundations of the education given in this period should be laid in accordance with the age and developmental levels of the children, or it would be difficult to make up for it in the following years. Kayhan et al. (2019) compared the values education given in Ottoman Primary Schools with the values given in pre-school. Values such as “loyalty, obedience, decency and respect, friendship, protecting health, respect, generosity, sympathy, cooperation, compassion, cleanliness, chastity and generosity, contentment, obedience to the law of friendship, loyalty, determination, patriotism” were included in the Ottoman Primary Schools. It was determined that there were only 8 root values in pre-school institutions. Apart from the behaviors that will be taught to children in Ottoman Primary Schools, there are also behaviors that should be avoided (lying, laxity, hypocrisy, backbiting, speaking out, mischief, envy, mischief, cheating, bad words, theft, insulting, selfishness, hatred, hasteness, stinginess, brazenness and charade). The time, duration and values to teach moral values in Ottoman primary schools were specified in the curriculum. But in the pre-school program, values education is not specified in the curriculum. There are treatises written in the past on moral values in Ottoman primary schools. The researchers concluded that serious changes should be made in the values education program given in pre-school, and the practices made in the previous history should be examined and arranged accordingly. Gül et al. (2020) examined the awareness level of songs on values education in their research. At the end of their research, they concluded that the songs can be used in the transfer of values education and have an effect. Özer and Çam Aktaş (2019) examined the life studies program and preschool education program in terms of values in their research. At the end of the research, it was revealed that the programs do not complement each other in respect and love values. However, they concluded that the programs complement each other in terms of self-control and responsibility values. They concluded that if all the courses in the pre-school program and other upper-class programs support each other in values and achievements, permanence can be achieved.

RESULT

61 academic studies were examined in the study. One of the studies is doctoral thesis, 10 of them are master's thesis, 50 of them are article studies. While the number of articles in this field is sufficient, it has been observed that master's and doctoral studies are few. As a result of the research, it was determined that many studies were carried out on values education in the pre-school period, and the studies dealt with values education from multidimensional and different aspects. It has been revealed that there are few studies on scale studies, studies on games, analysis of cartoons, books and magazines. It has been seen that there are many studies conducted by taking the opinions of pre-school teachers and teacher candidates. When the studies are examined, it has been seen that there are many deficiencies in the values education program in pre-school education. It has been observed that teachers do not have sufficient resources about values education, and they have deficiencies such as not specifying how and when the values will be given in the program. Since values education starts in the family and continues at school, families should actively participate in this process. It has been concluded that teachers have difficulties in acquiring moral values in children when families do not participate actively. It has been revealed that the values education given to mothers is more effective and permanent in the value acquisition of children.

It has been seen that the foundations of values education should be laid in the pre-school period, otherwise it is difficult to acquire values in their future lives. Early childhood is a critical period in all development. That's why it's a critical period in moral development. In this period, activities should be prepared according to the level of children. Values education books should also be created for teachers. In studies, it has been determined that children generally have difficulties in abstract values (loyalty, empathy, justice, patience). It has been observed that teachers prefer game and drama methods to embody abstract values. It has been stated in the studies that values education increases the adaptation of children to the classroom. It has been observed that children's communication skills increase and therefore social skills also increase. In studies on children in values education, it has been revealed that children are generally aware of values. Studies have revealed how necessary values education is. However, it has been determined that there are many inadequacies in the applied values education program. In addition, it has been seen that values education practices are left to the initiative of the teacher. This has led to gaps and non-implementation in training. Therefore, it should not be left to the discretion of the teacher. It must be carried out according to a plan. The way to stop the cultural degeneration and moral degradation in our country is to give values education correctly and adequately. If we continue to lose our values, we will face generations that lack moral values, have no conscience, disrespect and love. Therefore, values education should be given due importance in our country. The destruction of our values is the destruction of our nation.

SUGGESTIONS

- Adequate resources should be provided to teachers about values education.
- Parents should be informed about values education and their participation in this process should be ensured.
- Values education program should be more comprehensive and detailed.
- The number of values in values education should be increased.
- Negative behavior that should be avoided in values education should be added to education.
- The values education that starts in pre-school and the values program given in upper grades should overlap with each other.
- National education should give more place to the values education program.
- Teachers should be trained about values education through in-service trainings and seminars.
- Pre-service teachers should be given the opportunity to practice more.

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