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Türk Üniversitelerinde Atatürk İlkeleri ve İnkılap Tarihi Dersleri

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Özet

Atatürk İlkeleri ve İnkılap Tarihi dersi; Türk Dili, İngilizce ve Bilgisayar Teknolojisi dersleri gibi Türk üniversitelerinin birinci sınıflarında okutulan ortak zorunlu derslerden biridir. Haftada iki saat olmak üzere dersin öğretim elemanları tarafından verilmektedir. Ders, üniversitelerden önce orta öğretimin son sınıflarında da aynı isimle öğrencilere öğretilmektedir. Üniversite öğrencileri açısından bakıldığında alan derslerinin yanında bu dersin tekrar verilmişindeki amaç, Milli Mücadele ve Kurtuluş Savaşı, Atatürk dönemi Türk İnkılabı ve ilkeleri, Türkiye Cumhuriyeti Tarihi hakkındaki bilgileri onlara daha kapsamlı ve bilinçli olarak vermek; Türk gençliğine tarihten alınan dersler aktararak ülkesi, milleti ve devleti ile bölünmez bir bütünlük içinde ulusal hedefler etrafında birleştirmektir. Aynı zamanda XXI. yüzyıl gençlerine modern çağın gereklerine uygun olarak eğitim öğretim vermek ilkesini de içinde barındırmaktır. Derslerin aktarımının sade ve anlaşılır olması aynı zamanda görsel malzemelerden de yararlanılarak öğrencilere verilmesi dikkat edilen hususlardan bir diğeridir. Bu çalışmada dersin verilmeye başlamasından günümüze kadar geçen süreç içinde dersin okutulma amacı, ortaya çıkışı, zaman içinde herhangi bir değişimin yaşanıp yaşanmadığı ile derslerde okutulan konuları makalemizde açıklamaya çalışacağız.

Anahtar Kelimeler

Türkiye
Üniversiteler
Atatürk İlkeleri ve İnkılap
Tarihi
Ders Konuları
Günümüzde Tarih

The Principles of Ataturk and History of Turkish Revolution Lessons at Turkish Universities

Abstract

Ataturk's Principles and History of Revolution lesson is one of the common compulsory courses taught in first class Turkish universities such as Turkish Language, English and Computer Technology courses. The course is given by the instructors for two hours a week. The lesson is taught to the students with the same name in the last classes of secondary education before the universities. From the point of view of the university students, it is aimed to provide them with more comprehensive and conscious information about the purpose of re-giving this course besides the field courses, National Struggle and War

Keywords

Turkey
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The Principles of Atatürk
and History of Turkish
Revolution
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History Today

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of Independence, Atatürk's period Turkish Revolution and principles, the lessons learned from the history of Turkish youth are transferred and integrated around the national targets in an indivisible unity with the country, the nation and the state. At the same time, it is to accommodate the principle of giving education to young people of XXI. century according to the requirements of the modern age. The teaching of the lessons is simple and understandable and also getting support by the visual materials to be given to the students is another of the things to be considered. In this study, we will try to explain the subjects taught in the lesson with the purpose of being taught, the emergence of the course, any change over time in our article.

INTRODUCTION

Ataturk's Principles and History of Revolution course, like other history lessons, is taught in schools but is not taught in all levels because it contains a more specific area. Today, secondary school is still mandatory in the first grades of universities and eighth grades. Today it is still mandatory in eighth grades of secondary schools and the first grades of all universities. The inclusion of a more specific area, especially at these levels of schools, is to provide students through in the youth from childhood with an awareness of how the country is recovered, what it is lost for this aim and what difficulties it has passed. It is aimed to give them the patronage and to know the value of each land of the homeland. It is no doubt that the period taught in history lessons has attracted more attention to the students as to closed present time. Therefore, blending events with similar events that are happening today will increase their curiosity and will help them to understand their values better. So, the acting of the lesson will also increase the influence on the students. This acting can be done with videos, maps and photos of people. The fact that the opportunities have increased considerably nowadays, it is not possible to deny that there are some changes in the course from the beginning of the course to the present. However, it is important that the course is still given in whatever condition it is in, and it is certain that it has left an impact on the students.

The beginning of the History of the Revolution course can be taken until the 1930s. In this period, it is of utmost importance that the students are given the knowledge of history, the identity of Ataturk, the happening in the National Struggle and the foundation of the reforms which are done afterwards. Because it was not easy to describe the people living in today's generation, in terms of the conditions in which they were found, much effort was made to spread education in this period. Through this effort the course is still given today and the fact that the course is still given shows the importance that it carries. It will be discussed in this article on the basis of this importance, what the history is, the emergence of the lesson and the process that it has reached up to the present day.

What is the History?

Lesson Ataturk's Principles and Revolution History course is one of the lessons is taught as a compulsory all higher education in institutions such as English and Turkish language courses.

However, students get this lesson not only during the course of university education but also during the period of Secondary Education. Before talking about its purpose of

teaching or teaching method at Universities, it would be appropriate to define what does "history" mean.

Because The Principles of Atatürk and History of Turkish Revolution Lesson is within the scope of history at the same time.

Briefly knowledge of past is called history. And generally It can be defined a branch of science examining past events, place, time and person based on resources in cause-effect relationship.

Ibn Khaldun showed the importance of history in social sciences with the expression "History is study of human social life, understanding of social life in time and spatial limits."

On the one hand History has provided transferring of past events to next generation at the same time It has been a field from the past up to now for those hold power in order to provide legitimacy themselves and institutions they created. Because Owners of the power thought institutions that they had built would be more easily legitimized in people's minds by emphasizing how their roots dates back and owning historical backgrounds. For this purpose, the most important criticism was made to the historiography by Lucian Febvre ve Marc Bloch advocates of Annales theory. According to the new theory put forward in 1929 "History must be excluded a chronology of science which describes only the sultans, statesmen and on a large scale of events." After the criticism was made about limiting the subject area of history Braudel pursued the geography of millennium, the economy of the century by calling historian from archives, libraries even cities to the barren part of nature and the sea.

These approaches create a new subject area to history at the same time It has brought method problem to history. First of all, it has been discussed for many years that historical knowledge would be transferred to students via transferring or a tutorial approach. In recent years, another opinion is argued especially in Anglo-Saxon countries that history would be taught with interdisciplinary method. According to this view, the teaching of history will be more effective by establishing a relationship between different social sciences. However, this method has been subjected to criticism cause of loss time and deflection of target which is desired to reach.

History of Atatürk's Principles and Revolution History Course

The problem mentioned above associated with the history of science is also valid in Turkey as well as all over the world. However, in addition to this comment in Turkey there is current debate about Atatürk's Principles and Revolution History lesson which is related to the area of in recent history topics. Firstly, Revolution History lessons were implemented by periods of administrators in the 1930s for the purpose of adopting and strengthening of power which was also subjected to intensive criticism. At the same time, not time having well educated historians and issue that the lessons were done with the purpose of dominating the understanding of history which is parallel with system of Government were effective in the appearance of political historians.²

² Büşra Ersanlı, *İktidar ve Tarih, Türkiye'de "Resmi Tarih" Tezinin Oluşumu (1929 - 1937)*, Afa Yayınları, İstanbul, 1992, s. 77.

Mahmut Esat (Bozkurt)³, Yusuf Hikmet (Bayur)⁴, Recep (Peker)⁵, Yusuf Kemal (Tengirşenk)⁶ as the well-known statesmen and politicians period people who were responsible for giving the lessons of revolution. While teaching these courses, adopting and introduction of reforms, establishing republic regime among the younger were their objectives.⁷ For the first time They began to give Revolution History lessons as a form of lectures.⁸

Three main reasons confront us as Atatürk's Principles and History of Turkish Revolution of starting as a course of lessons and the emergence of this course The first of

³ Mahmut Esat (Bozkurt) (1892-1943), He was born in Kusadasi. He completed his Primary education in Kusadasi and his secondary education in İzmir. He graduated from Istanbul University Law Faculty. He graduated Freiburg University of Lausanne in Switzerland his doctoral thesis on preparing the capitulations. He joined National Struggle in Kusadasi. He was elected as İzmir deputy in the second period of Grand National Assembly. He worked for Economics and the Ministry of Justice. During his period Civil, Criminal, Bankruptcy, Sea and Land-Commerce Law was enacted. He has struggled in the opening of Ankara Faculty of Law. He represented Turkey with success in international litigation. He took his surname "Grey Wolf" a ship named which was the subject of a lawsuit he won. up to six years continuing the court deputy, He gave lessons Ankara and Istanbul University "Law" and "History of Turkish Revolution" For further information see: Şadıman Halıcı, *Yeni Türkiye Devleti'nin Yapılanmasında Mahmut Esat Bozkurt*, Atatürk Araştırma Merkezi Yayınları, Ankara, 2004.

⁴ Yusuf Hikmet (Bayur) (1881-1980), He was born in 1881 in Istanbul. He completed his education at Galatasaray Sultani and the University of Paris. He joined the National Struggle at Salihli Front. He was General Director of Political Affairs at Ministry of Foreign Affairs. He made an advisory board to Turkey Lausanne Conference in London. He worked as London Embassy Consultancy, Central Embassy in Belgrade, the General Secretariat of the Presidency, the Embassy of Kabul. He was elected deputy of Manisa in 1933 and entered the Grand National Assembly. Later He became minister at the Ministry of Education. along with the 1933 University Reform He was tasked to teach "History of Turkish Revolution". He was distinguished Professor of Indian History at Language, History and Geography Faculty. In 1946 he resigned from the Republican People's Party. For two years He continued General Presidency of National Party which he established. He was elected independent deputy of Manisa of the Democratic Party in the 1957 and 1954 elections. He was judged and convicted with members of the Democratic Party at Yassıada. Alaaddin Uca, "Yusuf Hikmet Bayur'un Hayatı, Fikirleri ve Eserleri", *Atatürk Üniversitesi Türkiyat Araştırmaları Enstitüsü Dergisi*, Sayı: 9, 1998, s.211-212.

⁵ Recep (Peker) (1888-1950), He was born in Istanbul. He graduated from Kocamustafapaşa Military Middle School and Kuleli Military School. He enrolled The Harbiye in 1904. He graduated from the military academy as a General Staff in 1911. He served Edirne and Yemen. He played an active role in Balkan War and Caucasus Front. while Major Staff he came to Ankara to join the national struggle in 1920. He was secretary of the General Assembly. He was elected Kütahya deputy second period of Parliament. He continued General Secretary of the Republican People's Party, While He was the manager of the Hâkimiyeti Milliye newspaper. He worked for Ministry of Interior, Ministry of Immigration, Reconstruction, Finance, Defense, Ministry of Public. He was Chairman of Deputy of the Parliamentary Group in 1928. He was re-elected General Secretary of the Party in 1931. He was Minister of Interior for the second time in 1942. He taught "History of Revolution" in Ankara, Istanbul University with Harbor High School and the Academy between the years 1935-1942. He became Prime Minister in 1947. For further information, see: Nilgün Nurhan Kara, *Türk Siyasi Hayatında Recep Peker*, Yayınlanmamış Doktora Tezi, İzmir, 1999.

⁶ Yusuf Kemal (Tengirşenk) (1878-1969), He was born in 1878 in Boyabat. After graduating Kuleli Military School He enrolled the Military School of Medicine. He made in doctorate, political, economic science. In 1908 he was elected to the Ottoman Parliament. He joined the Grand National Assembly National Struggle period. He was minister of Economy. He was a minister of economy. He signed a treaty of peace and friendship with France and Soviet Union. He worked for Embassy and Ministry. He was a member of the the Constituent Assembly in 1961. He was appointed as Professor of Economics at Ankara University Law School. Ömer Akdağ, "Milli Mücadele Şahsiyetlerinden Yusuf Kemal (Tengirşenk)", *Atatürk Araştırma Merkezi Yayınları*, Sayı: 40, Mart 1998, s.116-118.

⁷ Resul Babaoğlu, "Yükseköğretimde "Atatürk İlkeleri ve İnkılâp Tarihi" Dersi (Amaç, Kapsam Ve Güncel Tartışmalar Işığında)", *Tarih Okulu Dergisi*, Yıl 6, Sayı XVI, Aralık 2013, s. 591.

⁸ Bülent Tanör, Zafer Toprak ve Halil Berktaş, *İnkılâp Tarihi" Dersleri Nasıl Okutulmalı?*, Sarmal Yayınevi, İstanbul, 1997, s. 18.

these idea which is emerged as part of a new approach began to be fictionalized historical identity again “Revolutionary History” accordance with the new history view. The History of Revolution is intended as a tool with new understanding of history which is founded at the end of the National Struggle with the new state ideology of the Turkish community in adopting emission projects. Secondly, citizenship education is installed as part of natural function to the Revolution History course. Here New regime naturally wanted to raise his own people It has sought to benefit from its history. Thirdly, Revolution’s history is thought to present a comparative international level. The goal here is protection of the Turkish youth against the emerging totalitarian regimes or other ideologies in foreign countries especially in Europe.⁹

In order to Turkish youth, It is the clearest proof to benefit from its history for educating their citizens that “The History of Turkey” written by Muhsin Hamit not be included in information process of republic was thought in the third grade at secondary school changed with Revolution History book which was including topics and introduction of high school history.¹⁰

As a result of all these efforts It is possible to take origin of planned Revolution History lesson was given as a course until 1925. Course was taught with a name “Revolutions History” with a name in the Ankara Higher Education which was first collage of that period¹¹ and it has been given as a course for the first time in 1933 at the Turkish History Institute under the Istanbul University.¹²

For the first time as a compulsory subject Ataturk’s Principles and Revolution History Course was presented by Yusuf Hikmet (Bayur) the first Deputy Minister of Education at Istanbul University Revolution Institute in March 4 1934. Besides participation to the course school deans, professors and students it has transmitted to public with radio and published the next day.¹³

Chair of History of the Revolution was decided the opening at Ankara Faculty of Law in March 9th, 1934¹⁴ and two weeks later, on March 20, 1934 the first lesson of the lectern was given Prime Minister Ismet (Inonu)¹⁵ Ankara University Faculty of Law.

⁹ Mustafa Yılmaz, “Türkiye Cumhuriyeti İnkılâp Tarihi ve Atatürkçülük Dersi Konularının İlköğretimde Öğretimi”, *Türk Eğitim Sisteminde Atatürkçülük ve Türkiye Cumhuriyeti Tarihi Öğretimi*, (Editör; Dr. Yasemin Doğaner), Hacettepe Üniversitesi Atatürk İlkeleri ve İnkılâp Tarihi Enstitüsü Yayınları, Ankara, 2006, s. 3.

¹⁰ İlhan Aksoy, *Yükseköğretim Kurumlarında İnkılâp Tarihi ve Öğretimi*, Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Yayınlanmamış Doktora Tezi, Ankara, 2003, s. 69.

¹¹ Ahmet Mumcu, *Ankara Adliye Mektebi’nden Ankara Üniversitesi Hukuk Fakültesi’ne 1925-1975: Ankara Hukuk Fakültesinin Yarım Yüzyıllık Tarihi*, Ankara, 1977, s. 67-68.

¹² Yasemin Doğaner, “Yükseköğretimde Atatürk İlke ve İnkılaplarının Öğretimi İle İlgili Düşünceler”, *İlk ve Orta Öğretim Kurumlarında Türkiye Cumhuriyeti İnkılâp Tarihi ve Atatürkçülük Konularının Öğretimi: Mevcut Durum, Sorunlar ve Çözüm Önerileri*, Atatürk Araştırma Merkezi Yayınları, Ankara, 2005, s. 281.

¹³ Sadık Erdaş, “Atatürk’ten Günümüze Türk İnkılâp Tarihi Derslerine Genel Bir Bakış”, *Türk Eğitim Sisteminde Atatürkçülük ve Cumhuriyet Tarihi Öğretimi*, Editör: Yasemin Doğaner, Hacettepe Üniversitesi Yayınları, Ankara, 2006, s. 15.

¹⁴ Ahmet Mumcu, “Atatürk İlkeleri ve İnkılâp Tarihi Dersinin Öğretiminde Yapılan Yanlılıklar”, *I. Atatürk İlkeleri ve İnkılâp Tarihi Semineri*, Ondokuz Mayıs Üniversitesi Basımevi, Samsun, 1985, s. 45.

¹⁵ İsmet (İnönü) (1884-1973), He was born in Izmir. He completed his primary and secondary education in Sivas. Later He enrolled Mühendishane-i Berr-i Hümayun and graduated as an artillery lieutenant. Than He graduated War College as a staff captain. He took an important task Balkan and the First World War. During National Struggle his outstanding achievements provided the increase to confidence in the National Assembly the Turkish

The lesson was established in a critical period and not only university students but also military school students and whole higher education of youth in Istanbul had the obligation to keep. Mustafa Kemal was opposed Deputy Minister of Education Resit Galip¹⁶'s teaching the course. He wanted that this course would be given those have contributed to National struggle and reforms to provide compliance with actual and Revolution's spirit.¹⁷

Upon to Mustafa Kemal's request Yusuf Hikmet (Bayur) gave especially political lessons¹⁸ Mahmut Esat (Bozkurt) has defined Turkish Revolutions as revolutionary and handled and compared issues with other revolutions in the world and focused on courses part of law.¹⁹ Recep (Peker), associated with political system and regime, Yusuf Kemal (Tengirşenk) gave lectures on topics related to the economy. In this way the Institute was divided into four sections. The part related to new political concepts, revolution, the military and internal political problems responsible for Recep (Peker) later would be Prime Minister. Mahmut Esat (Bozkurt) later would serve in the Ministry of Justice responsible for the relevant to law section. Minister of National Education, Yusuf Hikmet (Bayur) with Yusuf Kemal (Tengirsek) Who was the Ministry of Economy and Ministry of justice between 1930-1933 and member of T.B.M.M first period were responsible about foreign policy issue. Courses were decided given on different days in Ankara and Istanbul.²⁰

Courses were begun to given as a regular basis in 1934 -1935 and the same year It was decided to be made compulsory lesson without attendance compulsory. On October 1, 1941 this time President İsmet İnönü in his speech at Parliamentary "Courses has been given as conference format must be given as a programed course until this time and also publishing and making scientific research about this issue" explained that were reasons for establishment of Turkish Institute of History of Revolution and Republic of Turkey. After this speech with a draft which was taken by the ministry of Education to parliament, It has been decided to

army. He was elected as Edirne deputy in the National Assembly. He represented the Turkish side in Mudanya Armistice Talks October 3 - 11 in 1922. He participated in the Lausanne conversation then as Foreign Minister. On 30 October 1923, he established the first government of the Republic of Turkey and the Republican People's Party (later the Republican People's Party) undertook the acting leader. In November 10, 1938 on the death of Mustafa Kemal Atatürk's He was elected President. For further information, see: Şevket Süreyya Aydemir, *II. Adam 1884-1938*, Cilt I, Remzi Kitapevi, İstanbul, 2009.

¹⁶ Reşit (Galip) (1893-1934), He was born in Rhodes. After completing primary and secondary education in Rhodes he continued his high school education in İzmir. He graduated from the Istanbul Medical School and worked as an assistant in the same department. During the National Struggle He worked for 5th.the Sanitary Emergency Committee in Aydın, Denizli, Isparta, Burdur and Antalya Hilal-i Ahmer. He was elected deputy from Aydın and entered parliament in 1925. He was also the Minister of Education in 1932. University reform took place during his ministry in 1933. But before the establishment of the university Rashid exposed to a lot of criticism during the formation staff That is why He resigned from that position in July 1933. For further information, see: Şerafettin Turan, "Dr. Reşit Galip'in Atatürk'e Yakınlıkları", *Tarih Araştırmaları Dergisi*, Sayı: 39, Vol: XXV, Mart, 2006.

¹⁷ Ali Arslan, "İnkılâp Tarihi ve Tarih Derslerinde Başarı Nasıl Sağlanır?", *İlk ve Orta Öğretim Kurumlarında Türkiye Cumhuriyeti İnkılâp Tarihi ve Atatürkçülük Konularının Öğretimi: Mevcut Durum, Sorunlar ve Çözüm Önerileri*, (Haz. Mehmet Saray-Hüseyin Tosun), Atatürk Araştırma Merkezi Yayınları, Ankara, 2005, s. 66.

¹⁸ Özkan İzgi, "Türk İnkılap Tarihi Derslerinin Metot ve Kavram Açısından İncelenmesi", *I. Atatürk İlkeleri ve İnkılap Tarihi Semineri*, Samsun 19 Mayıs Üniversitesi, 1985, s. 18.

¹⁹ Oktay Aslanapa, *Devrim Tarihi Ders Kitapları, Tarih Öğretimi ve Ders Kitapları*, Editör Salih Özbaran, İstanbul, Tarih Vakfı Yurt Yayınları, 2007, s. 17-116.

²⁰ İzgi, *Türk İnkılap Tarihi Derslerinin Metot ve Kavram Açısından İncelenmesi*, s. 18.

establish the Institute of Turkish Revolution and courses were given by politicians in the form of lectures has started to be given by faculty members of the universities.²¹

In 1942 the deputies that giving Turkish Revolution History course departed from their duties so that 8 months staff have been granted to who gives course of History of Turkish Revolution and the Republic of Turkey Regime at Istanbul Higher Education Institutions, Faculties of Ankara and colleges. On March 6, 1943 Chairman of the Executive Committee has accepted it. By the year 1946, this time in Istanbul and Ankara Higher Education Institutions provided high increase in salary for teaching staff, associate professors and professors who will give lectures. For the year 1948 staff have been appointed who will teach Revolution History at Language, History and Geography, Faculty of Law and Medicine. Payment of charge was agreed Ankara University's 1948 budget.²²

During 1950-1960 Faculty members become the fastest loser of society with civil and military bureaucracy. Especially They began to feel much more economic pressure after the economic crisis of 1957. This situation led students and faculty members to enter into political action that never seen before. Later universities had an important role formation of 27 May movement. Article was brought the 1961 Constitution²³ to bring self-government to Universities and provide assurance. But this assurance has become form of immunity. However the provisions of regarding the management of universities themselves have prevented universities benefit of their potential.²⁴

Course with a name "Turkish Revolution and the Republic of Turkey Regime" in 1960, "History of Turkish Revolution" in 1968, "Turkish Revolutionary History" was taught after 1980. Since 1981, according to 2547 numbered Higher Education Law It took Its name "Ataturk's Principles and History of Turkish Revolution".²⁵ A detailed program has been published for the Ministry of Education Collages from 9 to 13 February 1981.²⁶

Name of the course which was "Turkish Revolutionary History" at the Ministry of Education Communications Magazine dated May 25, 1981 numbered 2087 in Higher and

²¹ Feyza Doyran ve Muhabbet Doyran, "Atatürk İlkeleri ve İnkılap Tarihi Dersi Zorunlu Olmalı Mı?", *Turkish Studies*, International Periodical For the Languages, Literature and History of Turkish or Turkic Volume 8/3, 2013, s. 165.

²² Yaşar Özçetin ve Senem Nadar, "Atatürk İlkeleri ve İnkılap Tarihi Dersinin Üniversiteler Düzeyinde Okutulmaya Başlanması ve Geline Süreç", *Uluslararası Sosyal Araştırmalar Dergisi*, Volume 3/11, 2010, s. 471.

²³ Article 120 - However, The University is established by law and by the state itself. Universities are public entities with scientific administrative autonomy. Universities are governed hands of the authorized Administrations established faculty member selected by them and supervised; By established special laws provisions for state universities are reserved. University administration, faculty and assistants aren't dismissed their duties by authorities outside the university, regardless of all sorts. University faculty members and their assistants may research and publish freely. the establishment and operation of universities, Administrations and their choices, duties and powers, the teaching and research mission of universities supervised by the administrations, according to these principles are regulated by law. laws to be members of political parties shall not apply to university lecturers and assistants. However, they are not eligible for administrative tasks outside the center of the party in general, it is said. See: *Resmi Gazete*, 31 Mayıs 1961, Sayı: 10816, s. 4210.

²⁴ İhsan Doğramacı, "Yükseköğretimin Gelişimi Üniversite Yönetiminde Özerklik ve Demokrasi", *Yeni Türkiye Dergisi*, Eğitim Özel Sayısı, Yıl: 2, Sayı: 7, Ankara, Ocak-Şubat 1996, s. 343-345.

²⁵ Yasemin Doğaner, "Yüksek Öğretimde Atatürk İlkeleri Ve İnkılâp Tarihi Dersi Öğretiminde Karşılaşılan Problemler ve Yeni Yaklaşımlar -Hacettepe Üniversitesi Örneği", *Atatürk Araştırma Merkezi Dergisi*, c. XXI, Temmuz 2005, sayı: 62'den ayrı basım, s. 1-2.

²⁶ Aksoy, *Yükseköğretim Kurumlarında İnkılap Tarihi Öğretimi*, s. 88.

“Republic of Turkey and Revolution History” in Secondary education institutions changed as "History of the Republic of Turkey and Atatürk Revolution" in 1982.²⁷

In 1982 Ataturk’s Principles and History Institute, or departments at universities have been established to provide scientific research, making academic career and keep going “Revolutionary History” course. However not having enough staff in the department, Teaching staff members from different departments were encouraged to be employed.²⁸

According to summarize this course aims to students;

- 1- *To understand the meaning and importance of Turkish revolution historical;*
- 2- *To indicate Ataturk’s approaches about nationalism and reaching a civilized state;*
- 3- *Introduce Ataturk’s genius soldier, statesman and reformer with a great personality the unique leadership;*
- 4- *Adopting Kemalism, and understanding the Atatürk’s worldview and thoughts;*
- 5- *To understand Independence war and what great sacrifice is done by Turkish nation to continue Its entities and maintain i;*
- 6- *To understand how passed of the Turkish nation with all its institutions and values to contemporary civilization under which the historical conditions;*
- 7- *To gain awareness that Republic of Turkey is an indivisible whole with its territory and nation and also “Atatürk’s Principles” are foundation of dynamic basis;*
- 8- *To identify Turkish revolution’s national and international qualifications, and how it keep light to oppressed nation in XX. century;*
- 9- *To understand occur of Turkish Revolution under what difficult conditions by taking into consideration State of the world and Turkey’s situation was in those day;*
- 10- *By examining the development of democracy in our lives, to gain them knowledge and behavior as required by the democratic order;*
- 11- *To gain the sense of being faithful defenders of Ataturk and his principles of Turkish Revolution and be bound up with Ataturk and his principles of Turkish Revolution;*

*To gain skills and behavior of Kemalist approach solutions towards present and future problems*²⁹ was expressed in.

Today’s Ataturk’s Principles and History of Turkish Revolution

Today the aim of this course was determined by the Board of Higher Education. These are;

- 1- *To provide accurate information about Turkish War of Independence, Ataturk’s principles and revolutions, the Kemalist Thought, the History of the Republic of Turkey,*

²⁷ Bilal Bülent, *Tarih Öğretmenlerinin Türkiye Cumhuriyeti İnkılap Tarihi ve Atatürkçülük Dersinin Öğretimine İlişkin Görüşlerinin Çeşitli Değişkenlikler (Kıdem, Mezuniyet, Okul Türü ve Cinsiyet) Açısından İncelenmesi (Konya Örneği)*, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Yayınlanmamış Yüksek Lisans Tezi, Ankara, 2008, s. 8.

²⁸ Aksoy, *Yükseköğretim Kurumlarında İnkılap Tarihi Öğretimi*, s. 147.

²⁹ T.C. Milli Eğitim Bakanlığı *Tebliğler Dergisi*, Cilt: 44, Sayı: 2087, 1981, s. 204.

2- To provide accurate information about threats against Turkish War of Independence, Ataturk's Reforms and Principles and the Kemalist Thought,

3- To unite around national targets in line Ataturk's principles and revolutions and the Kemalist Thought Turkish youth; country, in an indivisible unity of the nation and the state,

4- To educate and strengthen Turkish youth in line with the Kemalist³⁰

With this course to young people, It is required to gain a positive attitude relating to the general philosophy of the Turkish Revolution, the republic and Ataturk's principles and reforms.³¹ So "national identity and consciousness of history and consciousness of citizenship" it is aimed.³² Of course, in doing so It is very important not to make Kemalism the dogmatic. Especially emphasis on wisdom and science, Who want to progress in this direction, Mustafa Kemal Ataturk, also emphasized the only inheritance to the new generation is wisdom and Scientific way.³³

Ataturk's Principles and History course is taught as a compulsory course in all departments of the university, including 2 hours a week. In the year 1991 the decision taken an educational period is determined to be taught, but not less than 60 hours. Until now, the point in the process "Ataturk's Principles and History" course for all first year of Higher Education Institutions including It continues to be taught 2 hours per week especially the beginning non-credit later as 2 credits.³⁴ Today In almost all the university courses Turkish Language with English classes occasionally, including the web-based online education and distance education is given in the form of virtual classrooms.³⁵ A year in university two periods

In the form of Distance Education, the teaching of the lesson handling of the issue are as:

I. Part: Ataturk's Principles and History of Turkish Revolution History Course and related concepts

II. Part: Lead up to Turkish Revolution

III. Part: Preparation period to National Struggle

IV. Part: Developments after Opening the Grand National Assembly and the National Struggle Period

V. Part: The Turkish Revolution

VI. Part: Turkish Foreign Policy during Ataturk Period

VII. Part: Ataturk Principles and Supplementary Principles

³⁰ Nuri Köstüklü, "Atatürk ve Milli Mücadeleyi Anlamak veya Türk İnkılap Tarihinde Terminoloji Meselesi", *Atatürk Araştırma Merkezi Dergisi*, Cilt XVI, Sayı XLVIII, 2000, s. 891.

³¹ Mustafa Safran, "Eğitim Bilimi Açısından Atatürk İlkeleri ve İnkılap Tarihi Öğretimi", *Atatürk İlkeleri ve İnkılap Tarihin'de Yöntem Arayışları*, Hacettepe Üniversitesi Yayınları, Ankara, 2004, s. 112.

³² Gülmisal Emiroğlu, "İlköğretim Düzeyinde İnkılap Tarihi Ders Konularının Öğretimi: Metot ve Etkinlikler", *Türk Eğitim Sisteminde Atatürkçülük ve Cumhuriyet Tarihi Öğretimi*, Editör: Yasemin Doğaner, Hacettepe Üniversitesi Yayınları, Ankara, 2006, s. 98.

³³ Doğaner, *Yükseköğretimde Atatürk İlke ve İnkılaplarının Öğretimi İle İlgili Düşünceler*, s. 288.

³⁴ Özçetin, *Atatürk İlkeleri ve İnkılap Tarihi Dersinin Üniversiteler Düzeyinde Okutulmaya Başlanması ve Gelenen Süreç*, s. 474.

³⁵ Doyran, *Atatürk İlkeleri ve İnkılap Tarihi Dersi Zorunlu Olmalı Mı?*, s. 175.

VIII. Part: Atatürk's death and Turkey after that (1938-1960)³⁶

When Contents handling this way first semester until part of the Turkish Revolution is taught as Atatürk's Principles and Revolution History I, Turkish Revolution and other parts is taught as Atatürk's Principles and History of Revolution II. The course is taught in two terms on a regular basis help us to evaluate both having connection between topics and the social and cultural issues from past to present.

CONCLUSION

The main goal of the course is to tell the history to the future generations. However, in doing so, of course, it was not only intended to abandon the reforms and principles of the last period of the Ottoman State and the National Struggle. The process leading to the History of Revolution started in the early period under the name of Social Studies in primary and secondary schools. It is requested that students be informed at the eighth-grade of secondary school about the near period in order to create history awareness in the early period. Because Turkish revolution was initiated by Mustafa Kemal, and also It is the result of the struggle for independence. Reform movements occurred after that are matter of reformatting the community. This formatting society was performed to achieve community advanced and more advanced standard. From this point, Atatürk's Principles and History lesson must be indispensable especially for universities teaching of transition of society to adapt to the new state and the independence struggle was carried out in what circumstances and facilities, to provide students a full awareness regarding these issues. Course is still given that the students who have formed a consciousness of history can understand what they expect in the future and why the methods applied in the past are best applied at this time.

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³⁶ *Atatürk İlkeleri ve İnkılap Tarihi*, Editör Sezai Özataş, Kayalı Kitapevi, Kırklareli, 2015, s.III-IX.

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