

Kültürel Bellek Aktarımı Temelinde Ninnilerin Rolü: “Anneler Ninnileri Biliyor Mu?”

Lullabies’s Role Basic of Transferring Cultural Assets: “Does Mothers Know Lullabies?”

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Extended Summary

Purpose

One of the main objectives of education is transmitting culture among generations. From this aspect, education acts as a bridge. Moral and material cultural elements that the society produce are transmitted to new generations by means of education. It is a must that societies’ protection of their self-worth and transferring their properties to the future to protect their roots. Societies that their relationship weakens with their roof moving away from basic value framework come face to face the problem of losing their identities. When they forget their own roots, and entering the world external values they become the consumers that lost in the spirit of the visual culture. It is one of the most important goals of the education to raise generations keeping the tradition’s radical information alive. It belongs to lullabies to keep oral culture alive. The main purpose of this survey is try to determine lullabies’ roles for children’s education and mothers’ world which are important for oral culture.

Method

This research based on a qualitative research paradigm is of a general screening model. Our research tries to reveal the diligence of today's mothers on lullabies which are one of the national cultural elements as in the example of Tokat province. Thus, this research holds a descriptive qualification. It is remarkable that the participants know/recognize each lullaby though in finite numbers. The referred finding can be interpreted as a positive indicator in terms of "social sustainability".

Results

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It is determined that the majority of participants in the study group have known 16-30 lullabies. The participant mothers know the lullabies which gained recognition in the visual and auditory media more than the other lullabies. It is clearly seen that the number of lullabies which are recognized by the participant mothers having a primary education is much more than one of participant mothers having secondary or higher education. It is concluded that the young participant mothers group know more lullabies as compared to the middle-aged participant mothers.

Discussion

It is not possible to say that the success caught in the qualification laid down in the mediation of lullabies as a cornerstone provision in the traditions is not equal in the transmission to modern-day people which have an intensive interaction with the visual culture. Strong emphasis and references on some lullabies in mass media and their wide currency gains enable them to be recognized in greater numbers. The lullabies turn into an element which introduces and brings together the people from different segments of society and provides the cultural sustainability.

Results

Because language development is developed by imitating elders, language development in the individual depends on the hearing and perception of the voices. Because language is perceived as a means of expression and adaptation to the environment, the first species to stand out among traditional cultural products is lullabies.

With this research, it is concluded that each mother in the participant group is related to the lullabies, but that the relationship is at different levels. It is not possible to say that the success of the recording, which is traditionally found in the nobles of a corner stone, is captured at the same time in the transmission of today's man, which is an intense interaction with visual culture.

Participant mothers are more aware of the acquaintances in the audiovisual media than others. It has been observed that there are no lullabies in the survey which are unknown by the participants. It has been seen that the group of mothers which know the least lullaby consist of secondary school graduates whereas the group knowing the most lullaby consists of basic level education graduates.