

STUDIES ON SPIRITUAL VALUES AFFECTING THE NATIONAL STRUGGLE

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Abstract: The Turkish War of Independence, in a critical phase of Turkish history, was fought between the oppressors and the oppressed, under the leadership of Mustafa Kemal Atatürk, the savior of the Turkish nation, who wanted to be oppressed and enslaved, to many oppressed nations with their own unique aspects, who would later follow the path of freedom and independence. , is the war of freedom and independence, which presented a third alternative example and showed the way to rebel against the oppressors. As a matter of fact, the most valuable work of the national struggle waged by the Turkish nation with the spirit of unity and solidarity throughout history is undoubtedly the Republic of Turkey. Until now, numerous studies have been conducted on the Turkish War of Independence and the guiding leader of this War, Mustafa Kemal Atatürk. These studies can be classified in different ways. For example, in some cases, emotional elements predominate, while in others, there are issues that drag the event completely or partially into the same direction. While some of them can be considered insufficient in terms of resources, others have to be overcome with new studies due to the various sources and information that have emerged over the years. In this study, the problems that arose during the War of Independence and the situation of the Turkish people in their struggle for independence are discussed.

Key Words: spiritual values, National Struggle, education, people

MİLLÎ MÜCADELEYİ ETKİLEYEN MANEVİ DEĞERLER ÜZERİNE İNCELEMELER

Öz: Türk Kurtuluş Savaşı, Türk tarihinin kritik bir evresinde, ezilmek ve esaret altına alınmak istenen Türk milletinin, bağrından çıkardığı kurtarıcısı Mustafa Kemal Atatürk'ün önderliğinde, kendine özgü yarıları olan, daha sonraları Özgürlük ve bağımsızlık yolunu izleyecek pek çok mazlum ulusa, ezenler ve ezilenler arasında, üçüncü bir alternatif örnek sunarak, ezenlere karşı başkaldırma yolunu göstermiş, özgürlük ve bağımsızlık savaşıdır. Nitekim Tarih boyunca Türk milletinin birlik ve beraberlik ruhuyla verdiği milli mücadelenin en değerli eseri kuşkusuz Türkiye Cumhuriyeti'dir. Bu zamana kadar Türk Kurtuluş Savaşı ve bu Savaşın yönlendirici önderi Mustafa Kemal Atatürk üzerine, sayısız araştırma yapılmıştır. Yapılan bu çalışmalar farklı yönlerden tasnife tabi tutulabilir. Örneğin, bazılarında duygusal öğeler ağır basar, kimisinde olayı aslından tamamen ya da kısmen aynı mecraya sürükleyen hususlar vardır. Bazıları da kaynaklar itibarıyla yetersiz sayılabildiği gibi diğer bir bölümü de aradan geçen yıllar içinde ortaya çıkan türlü kaynaklar ve bilgiler itibarıyla, yapılacak yeni çalışmalarla aşılma durumun-

ORCID ID : 0000-0002-9800-4557

DOI: DOI : 10.31126/akrajournal.1350487

Geliş Tarihi : 26 Ağustos 2023 / Kabul Tarihi: 02 Şubat 2024

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dadırlar. Bu çalışmada Milli mücadele sırasında ortaya çıkan sıkıntılar ve Türk halkının bağımsızlık mücadelesindeki durumu konu edinilmiştir.

Anahtar Kelimeler: manevi değerler, Millî Mücadele, eğitim, millet.

Introduction

One of the most important tools of transferring local and universal values to future generations is history. History education plays an important role in transferring the national consciousness formed by the common struggle given to the youth, especially during the periods when the independence and integrity of the homeland is important. The National Struggle against the invaders in the 1919-1922 period is of great importance as it highlights values such as achievement, self-sacrifice, patriotism and independence despite the impossibilities. In this context, it is extremely important that the National Struggle and the values that ensure the victory of the struggle are brought to the students. The loss of the First World War, which took place between 1914-1918, and the signed Armistice of Mudros made the lands of the Ottoman Empire open to occupation. First of all, local resistances started against the occupations, then the resistance movement was organized under the leadership of Mustafa Kemal and the National Struggle was successful. This success against Greece, which was supported by England and France, set an example for other exploited countries. In this study, starting from the National Struggle, the importance of transferring national and spiritual values such as patriotism, independence and self-sacrifice to future generations is discussed. The article is in the nature of descriptive scanning and document analysis technique was used.

Mustafa Kemal Atatürk's method, which he divided into stages and kept as a national secret, can be seen in many other examples as well as in this example. What is seen here, there is a masked purpose, which is shown as trying to save both the caliphate and the sultanate; as well as intended besides this, adopting the supremacy of the nation, making it adopted and there is an effort to accept that there can be no greater power. These two matter can never be agreed; because the first symbolizes the sultanate and the second the republic. Indeed, the first said to be made for the reign the point is to keep the real road to the republic as a "national secret" for the moment.

It seems that the main purpose is to use the sultanate and the caliphate regime as an extra for the new Turkey, to hide the glorious aim of adopting the republican regime. (Tevfik Bıyıklıoğlu, "TBMM'nin Hukukî Statüsü ve İhtilâlcî Karakteri", Belleten XXIV/96 (1960), 3.637-664). Definition, nature, purpose and purpose of the Turkish War of Independence method, its phases and ground in terms of time, its place and importance in wars of similar type are outlined. For the monograph studies of these general lines on the Turkish War of Independence, considered to be indispensable principles. Undoubtedly,

Atatürk said Like: “Writing history is as important as making history. Faithful to the one who wrote if it does not remain, the unchanging truth takes on a nature that will surprise humanity”. What period of history does the historian, who has to stay within the Objective Measures, It is his first duty to adhere to this general principle no matter what. While examining the Turkish War of Independence, the necessity of getting rid of different political and ideological approaches makes itself felt at first. Because, While both the Turkish War of Independence and more specific facts and people are being discussed, the conditions of the period can never be ignored. When this is done, the Turkish War of Independence, both world history and it will sit on solid foundations in the place it deserves in Turkish history.(Inan, 1983, p. 143).

The political union of Germany and Italy in the second half of the nineteenth century brought about the questioning of the current status quo globally. Because these two states, after establishing their political union, on the one hand, shook the economic gains of England and France with their success in industrialization, on the other hand, they accelerated their search for colonies. In the continuation of the process, it can be stated that this struggle caused a blockade between the great powers that would lead to the First World War. In this bloc of states, international political and economic interests have been a prominent factor in the unification and separation of states. World War I actually took place between these two blocks. It can be said that it is inevitable that this struggle between the great powers will also affect the Ottoman Empire, which has been in political and economic problems for a long time. After the land losses and the acceleration of economic power loss, the Ottoman Empire, which could not have a say in international politics as before, started to be under the influence of England and France in terms of politics and economy, and started to get closer to Germany towards the end of the nineteenth century. Before the approaching I. World War when his attempts to stay out of the war failed, he took part in this war that would be very destructive for him with the policy followed by Germany and various expectations. The Ottoman Empire withdrew from the war, which lasted for four years, by signing the Armistice of Mudros. Although there was an armistice agreement, the beginning of the invasions in Anatolia caused great reactions, although there was a silence at first against this agreement, which actually destroyed the Ottoman Empire due to the provisions it contained. However, these reactions came primarily from the Turkish people living in the occupied lands rather than the Ottoman State administrators. Mustafa Kemal Atatürk, who went to Samsun on May 19, 1919, organized these reactions and led the National Struggle, which would last until 1922. The National Struggle to achieve full political and economic independence has been sustained with great difficulties. It can be said that the

greatest pillars and reference points of people who believe in the National Struggle, especially Mustafa Kemal, who are aware that the prerequisite for winning this struggle is to convince the people of the necessity of the struggle, are the national and human values that have emerged in the historical process. The years of the National Struggle witnessed the great sacrifices of the Anatolian people, who were politically and economically powerless against the occupation forces and their supporters after the First World War. Although the protests against the occupations were tried to be shown with protests and rallies held throughout the country, these efforts were not enough to prevent the occupations. While the assignment of Mustafa Kemal Pasha to Samsun was a very important development for the National Struggle, the Analysis of the National Struggle in terms of Values Education in 1706 also provided an important opportunity in terms of the intellectual preparation stage of the National Struggle. With the congresses and circulars issued after the departure to Samsun, the intellectual preparation of the National Struggle was carried out, the aims and methods of the struggle and the borders of the homeland were determined, and important steps were taken to ensure unity and solidarity. With the establishment of the Assembly, while the decisions were taken and implemented on behalf of the nation, the work towards the military phase of the National Struggle gained momentum. After the beginning of the occupations, the National Struggle was successful with the Kuva-yı Milliye units formed voluntarily by the people in the occupied regions with their own means and the regular army established afterwards, and the Republic of Turkey was established. As of 19 May 2019, the 100th anniversary of Mustafa Kemal's arrival in Samsun is commemorated with many activities, and it is extremely important to keep the values that made the National Struggle successful and to bring them to the students, to ensure the continuity of unity and solidarity. Homeland, history, culture and unity of purpose are at the forefront of the most important elements that hold nations together. Education has a very important function in transferring these values. Among the educational activities, especially the function of history education in transferring these values from generation to generation and ensuring unity and solidarity in society comes to the fore. At this point, the Turkish Revolution History and Kemalism course, which is taught in the 8th grade of secondary school and 12th grade in high school, provides an important opportunity for students to acquire the basic values that made the National Struggle a success. History, human and society's "Where did we come from?" It is a social science that researches and reveals the answer to the question based on scientific methods and techniques. In this context, one of the most

important elements that keeps nations together is historical unity. For this reason, history teaching is extremely important in ensuring the unity and solidarity of the nation and its continuity it has a place.

History also plays an extremely important role in the transfer of cultural values, which are common national values. In this respect, giving place to the transfer of national and universal values in history teaching will contribute to values education. In this study, the place and importance of the teaching of the History of the National Struggle in the transmission of national and universal values was emphasized, and for this purpose, the analysis of the values that were effective in the success of the National Struggle was tried to be made. In the study, evaluations were made and suggestions were made about which values could be emphasized and how they could be conveyed more effectively, based on the period of the National Struggle.

During the research process, a literature review was made on the History of the National Struggle, history teaching and values education, and document analysis technique was used in the research. In addition to this, in the evaluation and conclusion part of the secondary school 8th grade Turkish Revolution History and Kemalism course curriculum, the acquisitions for these values, which are the basis of the National Struggle process, are included. (Uysal, 1, 2003, s.52).

History Teaching as Values Education With globalization, inter-communal relations have become more complex than before. Following this, rapid changes and transformations in the socio-economic structure of the world have caused human values to be more on the agenda for the sustainability of universal peace and human living standards. Hunger, poverty, discrimination, income inequality, wars etc. In order to overcome the problems in the 21th century, it is extremely important to transfer human values to the new generations. Therefore, while national values gain more and more importance in ensuring national unity and solidarity in the globalizing world, the function of education at this point in the transmission of human values in ensuring and maintaining universal peace comes to the fore. Smoke 1707. This situation has been effective in expressing the concept of values education more recently.

In general, subjects such as the concept of value, the structure of values, subjectivity or objectivity, etc. are among the problems that moral philosophy deals with. Just like the concept of morality, the concept of value is unique to humans and can be defined as principles that address and evaluate what people do. In other words, they are the principles that guide what people do and what they do. (Balçı; Yelken, 2010, p. 81).

“The training of individuals who exhibit good human and good citizen behaviors can only be achieved by giving value education to individuals first in

the family and then at school. Educational programs implemented in schools have three goals: cognitive goals, affective goals, and psychomotor goals. Thus, individuals are tried to gain knowledge, attitudes, values and skills. In order for individuals to exhibit desirable behaviors, these three goals must be achieved. If the aim is only to gain knowledge and the attitude and value dimension is neglected, individuals cannot be ensured to exhibit fully desirable human behaviors. Therefore, in addition to the preparation of an effective program for the acquisition of values, the implementation of the prepared program is also very important.” (Pinar, 2016, p. 1127). There are different approaches in the field of values education. These approaches are classified by researchers according to different perspectives. Approaches in values education differ from each other in terms of a) Defining the nature of human and human-society/environment relations, b) Explaining the processes of gaining value, c) Opinions on the source of values, d) Basic and advanced goals they set in values education, e) The methods they apply. It is seen that classifications are made depending on this. (Meydan, 1, 2014, p. 96) Values education in Turkey has gone through different phases. Sometimes it was given as a separate course, and sometimes it was tried to be given to students within other courses. “Today, values education is tried to be given within the subjects of other courses. This situation reveals the need for a planned education approach, which is not accidental, in order to be able to provide an effective values education.” (Yazıcı, p. 514).

According to Kasapoğlu, when we look at the general objectives of the Turkish National Education system, a large number of values aimed at gaining students are striking. Individuals are defined as “having a balanced and healthy personality and character in terms of body, mind, morals, spirit and emotions, free and scientific thinking power, a broad world view, respecting human rights, valuing personality and initiative, having responsibility towards society, Enver Uysal, “With Some Reflection on Values

An Analysis of the National Struggle Period in Terms of Values Education 1708 The education system, which includes many values such as "raising constructive, creative and productive people" and aiming to raise "good people", "good citizens", has the expectation that values will be gained to students at all educational levels. For this reason, it is important to create environments in which values are revealed and the results are discussed, beyond studying values in a single lesson.” (Hulya Kasapoğlu, "Value Education and Stories at School", which is necessary for responsible citizenship, Milli Eğitim, p. 198, Bahar/2013, p. 99).

It is seen that history lesson can make important contributions to this field in the formation and transfer of national-spiritual, religious, moral and social

values in terms of values education. The changes that the values have undergone from the past to the present, the reasons for change, the important people in the past and the experiences of these people are important factors in creating values for students. (Demircioğlu, 2008, p. 69).

In addition, while history plays a role in the development of moral values by arousing moral consciousness in individuals, it also enables the emergence of love and devotion that develops from the family to the nation. Thus, it reveals the individual's desire to learn and research the past of his nation and homeland. In addition, history allows to follow the developments in other sciences and contributes to the worldview of individuals. While reasoning, criticism and thinking skills develop with history, problems from the past can be solved by establishing a link between the past and the present. The survival of nations is directly proportional to their historical knowledge. (Memioğlu, 2004, p. 305). In his study, Avcı concluded that social studies teachers see the discipline of history as the most effective discipline in gaining values and that this discipline is followed by the field of geography. He also states that teachers expressed their views that all disciplines are complementary to each other and that they find the field of citizenship important in this regard. (Karasu Avcı, 2016, p. 52). "History helps people acquire an identity, which is actually one of the reasons why modern nations encourage history teaching in one way or another, without question. Historical data includes how families, groups, institutions and countries as a whole are formed and how they develop gradually while maintaining their harmony." (Peter, 2009, p. 12).

In this context, history teaching is of great importance because it contributes to the unity and solidarity in the society by ensuring the transfer of values from generation to generation. History teaching contributes to the preservation and continuity of national and cultural identity by contributing to the transfer of national and cultural values. In this respect, it is extremely important in the formation and development of individuals' sense of belonging to the society they live in. Thus, by contributing to the cultural unity of the society, it provides benefits to social integrity, unity and togetherness. In this respect, it has an important place in citizenship education. "History, which constitutes the foundations of real citizenship, in a sense re-emphasizes the essential nature of learning about the past. History provides data on the genesis of national institutions, issues, and values. It is also the only important source available for such data.

In addition, providing international and comparative perspectives; It provides evidence about how nations interact with other societies." History teaching has an important function in the behavioral and personal development of individuals as well as in cultural transmission. As one researcher put it, "the self-

confidence of a person who knows his past increases and he looks at his future with more confident feelings. In today's world, it is not possible for a society that is made up of people who do not have an awareness of history and who do not know its past to preserve its identity. Such a society would be doomed to be economically exploited by other societies and to lose its cultural identity.”

Important scientists and statesmen, who are aware of the importance of the science of history in individual and social development and continuity, have paid special attention to history teaching. For example, especially Mustafa Kemal Atatürk, the founder of the Turkish Republic, the US President Theodore Roosevelt, the founder of the former Union of Soviet Socialist Republics V.İ. Lenin, British Prime Minister Churchill, Mahatma Gand, founder of India.

History has been the most important guide and source of power in the struggle of many statesmen such as In this context, Atatürk realized how important education was in order to create a new and modern state in the first years of the Republic. In this direction, while making reforms in the field of education, a special importance was given to history teaching, and especially the primary education history curriculum was changed twice in 1924 and 1926. In the 1930 an important decision was taken regarding history teaching and a new understanding of history was introduced within the framework of the Turkish History Thesis. In line with this approach, new history textbooks were written for primary and secondary education, and History of the Revolution courses were started to be taught in higher education. Again, in this process, history was considered as one of the main elements of citizenship education. At this point, the methods used in history teaching, the objectives to be gained by the students, in short, the quality of history teaching are extremely important. “We should try not to include expressions that instill hostility, aggression and discrimination in history textbooks. The characteristics of statesmen are explained in the subjects of history. To the students who will be the statesmen of the future; It is necessary to explain that “in order to be successful, to be a leader or to reach the top, one must not be offensive, destructive and humiliating towards others”. While the subjects of history are being taught, the moral education that will be given to the students and the awareness of virtuous living that will be given to them will prevent the harm they will inflict on others. Thus, a generation that respects each other, is conscious, and takes care of its material and spiritual values will be raised.”

It is possible to come across common findings that history education is decisive for individuals to acquire a pluralistic perspective that will tolerate differences. For example, according to Aslan, history education "provides important contributions to the acquisition of intellectual accumulation necessary for individuals to critically evaluate the information presented to them, and to get

to know their own society and other societies of the world. Achieving these gains is closely related to the quality of history education given in schools, where individuals generally encounter history for the first time.” (Ocal, 13 (20), 2011, p. 123).

Values can be deduced from the choices made and presented by people in the past, using various methods, especially the historical empathy method, through the history education given in schools. (Berkant, 2014, p. 435). Instead of judging the past and taking sides, students try to understand the past using the methodology of history. They think about events according to the period in which they happened. Thus, students both understand the valid values in the past and the formation and functioning of these values, and they can create new values by comparing the past and the present.” (Demircioğlu, 2017, p. 32).

However, although contemporary education methods that can be applied in history education are theoretically known, it is a controversial issue to what extent these methods are applied in schools. For this reason, the following criticism made by historian Ortaylı regarding the history teaching in Turkey (compared to the developed countries) is meaningful: “The knowledge of history and the awareness it will bring is very important for a society and civilized nations, especially since the 18th century, put an end to history education. they attached great importance. Unfortunately, in this sense, in Turkey, it is the last century's event to acquire knowledge, to acquire knowledge and to reach the historical consciousness of the society. According to Ortaylı, “History was never taught to this nation, it was not adopted and it was not loved. There is a date rejection due to not knowing the date. This is very obvious.” (Ortaylı, 2017, p. 59).

One of the most important means of conveying local and universal values to future generations is the History. History teaching plays a crucial role in transferring the national consciousness formed by the common struggle given to the youth, especially in periods when the independence and integrity of the country is important. The National Struggle against the invaders during the 1919-1922 process is of great importance as it brings values such as achievement, sacrifice, love of homeland and independence to the fore despite impossibilities. Within this context, it is also very important to provide the students with the values that lead the National Struggle and the struggle to victory. The loss of World War I which took place between 1914 and 1918 and the Mondros Armistice Treaty that was signed, paved the way for occupying of the territory of the Ottoman Empire. First of all, local resistance against the invasions started and after the resistance movement was organized under the leadership of Mustafa Kemal, National Struggle was achieved. This success that was gained

against Greece, supported by Britain and France, set a precedent for other exploited countries. In this study, the importance of transferring national and sentimental values such as love of homeland, independence and sacrifice to future generations based on National Struggle is discussed. The article is descriptive scanning and document analysis technique has been used.

For this reason, history teaching has an extremely important place in ensuring the unity and solidarity of the nation and its continuity. History also plays an extremely important role in the transfer of cultural values, which are common national values. In this respect, giving place to the transfer of national and universal values in history teaching will contribute to values education. In this study, the place and importance of the teaching of the History of the National Struggle in the transmission of national and universal values was emphasized, and for this purpose, the analysis of the values that were effective in the success of the National Struggle was tried to be made. In the study, evaluations were made and suggestions were made about which values could be emphasized and how they could be conveyed more effectively, based on the period of the National Struggle. During the research process, a literature review was made on the History of the National Struggle, history teaching and values education, and document analysis technique was used in the research. In addition to this, in the evaluation and conclusion part of the secondary school 8th grade Turkish Revolution History and Kemalism course curriculum, the acquisitions for these values, which are the basis of the National Struggle process, are included. History Teaching as Values Education With globalization, inter-communal relations have become more complex than before. Following this, rapid changes and transformations in the socio-economic structure of the world have caused human values to be more on the agenda for the sustainability of universal peace and human living standards. Hunger, poverty, discrimination, income inequality, wars etc. In order to overcome the problems in the 21th century, it is extremely important to transfer human values to the new generations. Therefore, while national values gain more and more importance in ensuring national unity and solidarity in the globalizing world, the function of education at this point in the transmission of human values in ensuring and maintaining universal peace comes to the fore. Smoke 1707. This situation has been effective in expressing the concept of values education more recently. In general, subjects such as the concept of value, the structure of values, subjectivity or objectivity, etc. are among the problems that moral philosophy deals with. Just like the concept of morality, the concept of value is unique to humans and can be defined as principles that address and evaluate what people do in other words, they are the principles that guide what people do and what they do “The training of individuals who exhibit good human and good citizen behaviors can only be

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Conclusion

History, human and society's "Where did we come from?" It is a social science that researches and reveals the answer to the question based on scientific methods and techniques. In this context, one of the most important elements that keeps nations together is historical unity.

For this reason, history teaching has an extremely important place in ensuring the unity and solidarity of the nation and its continuity. History also plays an extremely important role in the transfer of cultural values, which are common national values. In this respect, giving place to the transfer of national and universal values in history teaching will contribute to values education. In this study, the place and importance of the teaching of the History of the National Struggle in the transmission of national and universal values was emphasized, and for this purpose, the analysis of the values that were effective in the success of the National Struggle was tried to be made. In the study, evaluations were made and suggestions were made about which values could be emphasized and how they could be conveyed more effectively, based on the period of the National Struggle.

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