



Pre-Service Turkish and Classroom Teachers' Views on Root Values

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Abstract

Values are the building blocks of a society; they create societies and contain their characteristics. Accordingly, the teaching of values is very important for a society. The role of teachers in the teaching of values is large. In the 2019 curriculum for Turkish language classes, such values are also referred to as ten root values. Therefore, it is necessary for teachers and pre-service teachers to know the ten root values in the Turkish language teaching programme in terms of teaching values. In this study, the views of pre-service Turkish teachers and pre-service classroom teachers on root values were analysed. The study group consisted of a total of 60 pre-service teachers from Turkish education (30) and classroom education (30) programmes who were studying at a public university in the second semester of the 2021-2022 academic year. A semi-structured interview form consisting of five open-ended questions was administered to these pre-service teachers and the obtained data were analysed with content analysis. When the results of the research were evaluated, it was concluded that pre-service Turkish and classroom education teachers considered values to be basic elements. Pre-service teachers described the role of values in education as supportive, while pre-service Turkish teachers also described the concept as necessary and pre-service classroom teachers described it as a way of raising useful individuals. It was concluded that both groups viewed root values as the values people should have, and the values they viewed as priorities were love and justice. Both groups suggested that empathy be added to the root values. Despite some differences, Turkish and classroom education pre-service teachers generally shared the same views on values and root values.

Keywords

Value, Root values, Pre-service teachers.

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INTRODUCTION

It is essential for modern societies to change according to the conditions of the age. These changes can manifest themselves in social, cultural, and many other areas. Although many of these changes have positive aspects, they may also have negative aspects. Societies need to be aware of these possible negative aspects and keep up with these changes because the inability of a society to keep up with the requirements of the age and technology may cause it to lag behind other societies. Therefore, it is very important to educate the individuals who make up a society. According to Ekici (2023), the emergence of social life arose from the need of people for a common life as people's desire to live in security and to meet their basic needs showed them that they needed a common life. With the increasing global population, the fact that people have to share the same environment more than ever leads to many positive results as well as negative results. While some countries try to prevent the spread of negative situations with written laws, others try to prevent them with unwritten elements created by society that allow people to live together in peace (Kilcan, 2020). The most important of these unwritten elements are values. The concept of "values" is used in many branches of science and education.

Because of their wide range of usage, it is difficult to propose an independent definition of values. The fact that the concept of values is blended with many sciences has also made it difficult to determine the definition and content of values in line with these discussions (Ulusoy & Dilmaç, 2012).

Values, a word that comes from the Latin root "valere", which has the meaning of "being strong" or "being valuable", are the belief that something is desirable or undesirable (Bilgin, 1995). Values, which are generally believed or desired elements used as criteria for behaviour, can be expressed as tendencies to prefer certain situations to others, but they can also be expressed as understandings that drive behaviours and support individuals in judging behaviours (Elbir and Bağcı, 2013). This shows how important values are in the social structure; individuals who make up a society have responsibilities towards each other as a result of being together. Having criteria to determine the behaviours of individuals within the framework of these responsibilities will ensure both the peace of society and the peace of the individuals who make up that society. This is where values emerge. Values, which also play roles in the relations of individuals within society, provide individuals with ideas about their behaviours in society, and, thanks to these ideas, tranquillity, happiness, and peace emerge among people who live together in societies (Akhan et al., 2020).

The establishment of societal peace and happiness takes place as a result of individuals adapting to the societies in which they live and complying with the values of those societies. The adaptation of individuals to society allows them to be both peaceful and useful to society through education and in other ways. Therefore, the positive effects of values on individuals provide great benefits to society. The values that make human life meaningful are a part of the emotional characteristics of humans and are unique to humans, making humans human and distinguishing them from other living creatures (Kasapoğlu, 2013).

It is known that values, which are important for both individuals and societies, are acquired as a result of experience and learning through processes (Kilcan, 2020). Furthermore, it is seen that the family, which is the first place where an individual begins to experience the world, has a major role in the transfer of values to individuals. For individuals, before the school period begins, the transfer of values within the family occurs in the form of indoctrination or role models, but during the school period, values education comes to the fore. In today's world, the increasing rate of moral problems in societies, the abuse of drugs and other substances, and increasing rates of violence highlight the fact that values

education, which has always been popular, is growing more important (Kurtdele Fidan, 2009). The education of the individuals who make up society is very important for the institutions that ensure the order of that society. It is especially important that values remain at the forefront of the education of young people, who will be the adults of tomorrow, and that young people receive this education, as they will shape the society of the future. With the increase in moral problems seen among young people, it becomes clear that the teaching of basic values is necessary for individuals to know how to develop appropriate attitudes in the face of moral problems in social relations (Can, 2008). Some questions that arise with the teaching of basic values are the limits of the values to be taught and which values will be taught.

In light of the research conducted on values to date, many classifications related to values have been proposed. The most well-known of these classifications are those of Spranger, Schwartz, Rokeach, and Nelson (Yazici, 2006). Eduard Spranger, who conducted value testing in the field of psychology for the first time, divided values into groups of aesthetic, theoretical, economic, political, and religious values. These value groups were later transformed into a scale by Gordon Allport, Philip Vernon, and Gardner Lindzey (Akbaş, 2004). Milton Rokeach classified values into 36 specific values in total, including “purpose values” and “means values”. Schwartz proposed a classification consisting of 10 universal value types, namely power, success, hedonism, stimulation, self-direction, universalism, benevolence, tradition, harmony, and security, comprising 56 sub-values.

The teaching of values first starts in the family and then continues through courses at school. Individuals receive basic values from their families but then begin to see and understand values more fully at school. As individuals are exposed to new environments, especially at school, they realise how important values are in a community. Therefore, the fact that individuals begin acquiring basic values in the family first ensures that they become members of society who are compatible with both school life and social life. Since one of the most important tasks of education is to produce people who have assimilated basic values, education systems must spread values through educational programmes in a thorough way (Eken and Öksüz, 2019).

In this context, ten “root values” were first stated under the Turkish title of “Değerlerimiz” (“Our Values”) in the revised curriculum of the Ministry of National Education of Türkiye in 2018. The fact that root values are included in all curricula emphasises that values should be taught in all courses, not only in certain courses. Although values come to the fore in social science courses in particular, it is important to teach values in all courses. The ten root values identified in the curricula of Türkiye are patience, justice, benevolence, friendship, honesty, patriotism, self-control, respect, love, and responsibility. When these root values are examined, it is seen that they have national, spiritual, and universal characteristics.

This revision was also intended to serve as a guide for teachers, who are in important positions for value transfer, by determining these root values. The role of teachers in the teaching of values is significant. Therefore, it is necessary for teachers and prospective teachers to know the root values contained in the curriculum of Türkiye in the context of teaching values. It is especially important for pre-service teachers to gain awareness and formulate opinions about root values during their undergraduate education in terms of their ability to practice the profession in the future. Many studies are available in the literature on both values and values education, some of which address the opinions of students, teachers, and pre-service teachers regarding values. For example, previous studies from Türkiye have explored the views of teachers working in primary education institutions on the values in

the curriculum and value education (Özmen et al., 2012), classroom teachers' views on value education (Akpınar & Özdaş, 2013), the values in the religious culture programme for primary school and the ethics programme for grades 4-8 according to teachers' views (Arpacı, 2014), preschool teachers' views on values education in general and in preschool education in particular (Kozikoğlu, 2018), preschool teachers' views on values and values education (Bartan, 2018), classroom teachers' views on the root value of respect in the renewed primary school programme (Gürültü et al., 2019), science teachers' awareness of root values and methods of teaching values (Gündüz & Bağcı, 2019), views of teachers working in primary schools on values education (Onat Sayın, 2020), and pre-service teachers' views on root values (Akhan et al., 2020). Considering these studies, it is seen that research on values in general was prevalently conducted before 2018, but after 2018, research on root values became more frequent. Studies in which the opinions of both teachers and teacher candidates were considered are also relatively popular, especially regarding text examinations related to root values. However, relatively few studies have been conducted with teachers and pre-service teachers from different fields. No comparative studies have been found in the literature on the Turkish language and primary school teaching departments, which can be described as two fields of education that feed each other.

In this study, the opinions of pre-service Turkish and classroom teachers who were enrolled in undergraduate education in two different fields using the same curriculum were investigated and their perceptions about values and root values, the values that they see as priorities, and the values they want to be included as root values were explored.

In the process of examining the opinions of pre-service Turkish and classroom teachers about root values, answers to the following research questions were sought:

- 1- How do pre-service Turkish and classroom teachers perceive values?
- 2- How do pre-service Turkish and classroom teachers see the role of values in education?
- 3- What are the opinions of pre-service Turkish and classroom teachers about the root values included in the Turkish curriculum?
- 4- Which values do pre-service Turkish and classroom teachers consider most important among the root values included in the Turkish curriculum?
- 5- Which values do pre-service Turkish and classroom teachers want to have added to the root values included in the Turkish curriculum?

METHOD

In this section, information is provided regarding the research design, the study group, how the data were obtained, and how the data were analysed.

Research Design

A descriptive survey approach, as one of the qualitative research methods, was used in this study. Karakaya (2012) defined descriptive surveys as research conducted with large groups in which the opinions of individuals in the group about a phenomenon or event are obtained and efforts are made to describe the phenomena or events in question. Descriptive surveys aim to reveal current situations related to specific problems and understand the problems (Arıkan, 2011).

Participants

The study group for this research consisted of a total of 60 pre-service teachers from Turkish education (n=30) and classroom education (n=30) programmes who were studying at a public university in the second semester of the 2021-2022 academic year. The study group was formed based on easily accessible case sampling, which is a type of purposeful sampling. This sampling approach was chosen because it adds speed and practicality to the research, allowing researchers to choose situations that are close and easy to access. A semi-structured interview form consisting of five open-ended questions was administered to the participating pre-service teachers and the obtained data were analysed by content analysis.

Data Collection Tool

To collect data for this study, a semi-structured interview form consisting of five open-ended questions was prepared by the researcher. The questions that made up this interview form were examined by three experts with doctorate degrees and two experts with master degrees, and some questions were simplified as a result of their feedback. The preliminary version of the interview form was also administered to fifteen pre-service teachers studying in different fields, and it was finalised in light of their responses. The interview form was created and administered via Google Forms as universities had transitioned to distance education at the time of the research.

Data Analysis

The data obtained with the interview forms were analysed by content analysis. In content analysis, similar data are brought together within the framework of certain concepts and themes and interpreted by organising them in a way that readers can understand (Yıldırım & Şimşek, 2016). The data obtained in this study were first analysed in a holistic manner and various themes and codings were produced. To ensure the reliability of the coding process, after a certain period of time, the themes and codings were determined again by both the researcher and two experts with doctorate degrees in the field. The two processes were compared and the final coding process was completed. Due to the large number of samples, the frequencies of the codes were given and the findings were tabulated.

Ethical Principles

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FINDINGS

In this section, in accordance with the purpose of the research, the themes and codes determined in light of the answers given by the pre-service teachers to the interview forms are given in tables.

Findings on Pre-service Turkish and Classroom Teachers' Perceptions of Values

The first question asked was "What do values mean to you?" The codes and themes obtained from the participants' answers are shown in Table 1 and Table 2.

Table 1*Pre-service Turkish Teachers' Perceptions of Values*

| Theme | Code | Frequency |
|-------------------|---------------------------|-----------|
| Concept of values | Basic element | 10 |
| | Order | 6 |
| | Makes culture exist | 3 |
| | Basis of personality | 2 |
| | Who people are in life | 2 |
| | <i>Heritage</i> | 2 |
| | Complementary | 1 |
| | Introducing the community | 1 |
| | Harmony and unity | 1 |
| | Moral law | 1 |
| | Identity of society | 1 |
| | Requirement | 1 |

In Table 1, the answers that the pre-service Turkish teachers gave upon being asked “What do values mean to you?” are presented. When the answers given were evaluated in general, it was seen that the pre-service Turkish teachers described values as basic elements and as elements that create order and culture. The specific answers of some of the pre-service teachers participating in the study are as follows:

“Values are concepts that every person should have. These concepts are the most important and basic elements for people. When these elements are not present, various problems may occur. In particular, there are some values where a person without them remains incomplete.” (PSTT24)

“What needs to happen for society are concepts that enable us to live as well as possible. In general, we can say that it is an indispensable part of society because if we do not have common values, we cannot talk about order, peace, and prosperity” (PSTT 14).

“Values are an integral part of a culture. They form a large part of human life, because a big reason why society lives in unity without any problems comes from values” (PSTT 12).

“There needs to be a certain order for people living in a community to be together and do many things together. Values are the elements that provide this order” (PSTT 9).

Table 2*Pre-service Classroom Teachers' Perceptions of Values*

| Theme | Code | Frequency |
|---------------|---------------------------|-----------|
| Value concept | Basic element | 10 |
| | Order | 3 |
| | Shaping life | 3 |
| | Distinguishing element | 3 |
| | Universal | 3 |
| | <i>Decisive</i> | 3 |
| | Combining rules | 1 |
| | Must have | 1 |
| | Enabling development | 1 |
| | Creator of culture | 1 |
| | Common thought and belief | 1 |
| | Lesson to be learned | 1 |

Table 2 shows the answers of pre-service classroom teachers to the question “What do values mean to you?” When their answers are analysed, it is seen that pre-service classroom teachers perceive values as basic elements, believe that values express order, and describe them as universal and determining elements that shape human life. The specific answers of some of these pre-service teachers are as follows:

“Values are the first concept to be considered to ensure that the society is together. For a society, values are the primary concepts that that society should pay attention to and abide by” (PSCT 8).

“Values are a building block that is adopted by people and passed on from generation to generation and keeps societies alive. Values are like the roots of a tree” (PSCT 11).

“Values consist of feelings, thoughts, behaviours, attitudes, and actions adopted by the society. In a way, we can say that they are all the things that make a society a society” (PSCT 26).

“There are some requirements for keeping societies together and for the individuals who make up the society to live together, and values are at the forefront of these requirements” (PSCT 9).

Findings Related to Pre-service Turkish and Classroom Teachers' Views on the Roles of Values in Education

Secondly, the participating pre-service teachers were asked “What are the roles of values in education?” The codes and themes obtained in light of their answers are provided in Table 3 and Table 4.

Table 3*Roles of Values in Education According to Pre-service Turkish Teachers*

| Theme | Code | Frequency |
|------------------------------|------------------------|-----------|
| Roles of Values in Education | Supportive | 14 |
| | Requirement | 9 |
| | Organiser | 2 |
| | Transmitting direction | 2 |
| | Improving quality | 1 |
| | <i>Priority</i> | 1 |
| | <i>Guide</i> | 1 |

Table 3 shows the answers of pre-service Turkish teachers to the question “What are the roles of values in education?” When their answers are analysed, it is seen that pre-service Turkish teachers view values as having a supportive position in education and they consider values necessary in education. The detailed answers of some of these pre-service teachers are as follows:

“If the purpose of education is to raise individuals who have adopted our basic values and apply these values, it is almost impossible to provide education or provide the right education without values. Values support education in many ways” (PSTT 2).

“Academic training is provided to students in our schools. With academic education, I see values as two legs of a chair. Academic information can only be useful when it is blended together with values” (PSTT 9).

“In order to make an individual a part of society and to ensure that he is accepted by society, it is necessary to inform the individual about values and to provide him with them. Otherwise, an individual who grows up without paying attention to values cannot benefit society, no matter how equipped he is” (PSTT 29).

“It is very difficult to think of education without values, because educating individuals only in an academic sense and providing only academic information is no different from educating robots. Providing education in a blended manner along with values will also increase the quality of education” (PSTT 3).

Table 4*Roles of Values in Education According to Pre-service Classroom Teachers*

| Theme | Code | Frequency |
|------------------------------|------------------------------|-----------|
| Roles of Values in Education | Supportive | 14 |
| | Raising useful individuals | 8 |
| | Providing benefit to society | 4 |
| | Necessity | 2 |
| | Intertwined with education | 2 |
| | Transmitting direction | 1 |
| | <i>Improving quality</i> | 1 |

Table 4 provides the answers given by pre-service classroom teachers to the question of “What are the roles of values in education?” It can be seen in this table that pre-service classroom teachers view values as having a supportive position in education. They also stated that values have a role in raising useful individuals through educational processes. The specific answers of some of these participants are as follows:

“Values, along with the lessons taken by students, enable students to establish healthy communication with the environment and ultimately to know themselves. It will be more beneficial for an individual who manages to know himself/herself to learn” (PSCT 2).

“Education systems are not structures based only on providing academic skills. Academic skills become more meaningful to the individual when they are given together with values” (PSCT 4).

“An education system independent of values is unthinkable in any society, because one of the main goals of education is to raise an ideal person who is compatible with the culture of the society and has the desired characteristics. Values accompany this upbringing process” (PSCT 29).

“Values must be included in the educational processes of the individuals who make up the society, because behaviours acquired together with values will be more useful and more permanent” (PSCT 10).

Findings Regarding the Root Values of Pre-service Turkish and Classroom Teachers and the Values They Prioritise as Root Values

The third question asked to the pre-service teachers in the study group was “What are your opinions about the root values in the Turkish language teaching programme?” and the fourth question was “Which value/values do you see as being of highest priority among the root values in the Turkish language teaching programme?” The codes and themes obtained from their answers are shown in Table 5 and Table 6.

Table 5

Pre-service Turkish Teachers’ Views on Root Values and the Root Values They Prioritise

| Theme | Sub-theme | Code | Frequency |
|-------------------------------|-----------------------------|----------------------|-----------|
| | <i>Root Values</i> | What needs to happen | 21 |
| | | Permanent | 14 |
| | | Developer | 6 |
| | | Guide | 2 |
| | | Complementary | 2 |
| | | Priority | 1 |
| Root Values in the Curriculum | <i>Priority Root Values</i> | Respect | 14 |
| | | Love | 10 |
| | | Justice | 9 |
| | | Responsibility | 6 |
| | | Self-audit | 5 |
| | | Integrity | 2 |
| | | Benevolence | 2 |
| | | Friendship | 1 |

In Table 5, the answers given by pre-service Turkish teachers to the question of “What are your opinions about the root values in the Turkish language teaching programme?” are provided. It can be seen that the pre-service Turkish teachers agreed that the root values included in the program are values that should be included. In addition, they were asked which value or values they considered most important among the root values included in the Turkish curriculum. Considering their answers, it is seen that they focused on the values of respect, love, and justice. The answers of some of the pre-service teachers participating in the study are as follows:

“The root values in the program, as it seems, are values that every individual should have; otherwise, they may cause problems. If society and even the state wants to ensure prosperity within itself, it must give all of these values to each individual equally” (PSTT 1).

“It is important that all of these values are present in every Turkish citizen. Teaching these values is vital for the life of the individual” (PSTT 2).

“I think each of these values has a different importance and they should all be clearly understood and adopted, because these values are the main values that the individual should adopt” (PSTT 6).

“Having the root values in the program in children, who are the adults of tomorrow, would ensure that the society would be stronger and at an even more advanced level. For this reason, these values in the program should be found in every Turkish citizen” (PSTT 17).

Table 6

Pre-service Classroom Teachers’ Views on Root Values and the Root Values They Prioritise

| Theme | Sub-theme | Code | Frequency |
|-------------------------------|----------------------|----------------------|-----------|
| Root Values in the Curriculum | Root Values | What needs to happen | 15 |
| | | Community | 6 |
| | | What makes us who | 2 |
| | | Awareness of | 2 |
| | | Guiding | 2 |
| | | Shaping the future | 2 |
| | | Giver of happiness | 1 |
| | Priority Root Values | Justice | 14 |
| | | Respect | 10 |
| | | Integrity | 9 |
| | | Love | 6 |
| | | Responsibility | 6 |
| | | Integrity | 6 |
| | | Benevolence | 2 |

In Table 6, the answers given by pre-service classroom teachers to the question of “What are your opinions about the root values in the Turkish language teaching programme?” are provided. It can be

seen that these pre-service classroom teachers agreed that the root values included in the program are the values that should be included. In addition, they were asked which value or values they considered most important among the root values included in the Turkish curriculum. Looking at their answers, it is seen that they focused on the values of justice, respect, and honesty. The answers of some pre-service teachers participating in the study are as follows:

“They are good behaviours that a society and every individual in that society should have. A society devoid of these values becomes corrupt, its people become unhappy, and disorder occurs in society. These values should be adopted for the happiness and welfare of the society” (PSCT 13).

“I think these root values should be the most fundamental values in every society. I believe that the inclusion of these root values in the Turkish curriculum plays a very important role in the education of the individual, and for this reason, I find it very appropriate to include these root values in the program” (PSCT 21).

“In my opinion, all the values in the program are basic concepts that should be given to the student before reading and writing. These concepts are indispensable for the individual” (PSCT 28).

“I am very pleased that the core values are included in the program, because these values are the values that individuals should have. Considering that individuals constitute society, a society in which these values are assimilated will be a contemporary society” (PSCT 17).

Findings Regarding the Additional Values that Pre-service Turkish and Classroom Teachers Suggest as Root Values

Finally, the participating pre-service teachers were asked “What value would you like to add to the root values included in the Turkish curriculum?” The codes and themes reached as a result of their answers are shown in Table 7 and Table 8.

Table 7

Root Value Suggestions of Pre-service Turkish Teachers

| Theme | Code | Frequency |
|----------------|-------------------------|-----------|
| | Empathy | 13 |
| | Equality | 2 |
| | Freedom | 2 |
| | Unity and solidarity | 2 |
| | Tolerance | 2 |
| | Environmental awareness | 1 |
| | Nationalism | 1 |
| | Compassion | 1 |
| | Language | 1 |
| Proposed Value | Attractiveness | 1 |
| | Universality | 1 |
| | Objectivity | 1 |
| | Innovation | 1 |
| | Savings | 1 |
| | Responsiveness | 1 |

| | |
|---------------|---|
| Sharing | 1 |
| Individualism | 1 |
| Morality | 1 |

In Table 7, pre-service Turkish teachers' answers to "Which value would you like to add to the root values in the Turkish curriculum?" are provided. Looking at their answers, it can be seen that they particularly emphasised the importance of the concept of empathy.

Table 8

Root Value Suggestions of Pre-service Classroom Teachers

| Theme | Code | Frequency |
|----------------|--------------------------------------|-----------|
| Proposed Value | Empathy | 8 |
| | Tolerance | 4 |
| | Compassion | 4 |
| | Unity and solidarity | 2 |
| | Equality | 2 |
| | Self-confidence | 2 |
| | Courtesy | 1 |
| | Humility | 1 |
| | Idealism | 1 |
| | Sensitivity | 1 |
| | Sharing | 1 |
| | Morality | 1 |
| | Harmony | 1 |
| | Peace | 1 |
| | Consciousness of nature/the universe | 1 |
| Ethics | 1 | |

Table 8 provides the answers of pre-service classroom teachers to the question "What value would you like to add to the root values included in the Turkish curriculum?" When their answers are analysed, it can be seen that they gave particular importance to the concepts of tolerance and compassion along with the concept of empathy.

RESULTS, DISCUSSIONS AND SUGGESTIONS

In this study, in which the opinions of pre-service Turkish and classroom teachers about root values were examined, it was seen that the participants had knowledge about root values. This shows that pre-service teachers acquire awareness about the Turkish language teaching programme during their undergraduate education. With the first question of this research, it was seen that the perceptions of

pre-service teachers about values were extensive. Among the value perceptions of both groups, the expressions “basic element” and “order” were frequently included. In a study conducted by Balci and Yanpar Yelken (2010), it was observed that most of the teachers’ explanations about the concept of values were related to the place of values in social life and their effects on an individual’s personality. In addition, considering that these pre-service Turkish and classroom teachers associated values with the concepts of “basic element” and “order,” it can be said that the functions of values are assimilated by pre-service teachers. Another result of this study is that pre-service Turkish and classroom teachers have parallel ideas in terms of their perceptions of values. With the second question of this research, it was determined that both the pre-service Turkish and classroom teachers saw the role of values in education as being supportive. This shows that the teaching of values has a quality that supports the education of the students. In a study conducted by Kolaç and Karadağ (2012) with pre-service Turkish teachers, it was concluded that values are very important in ensuring the correct, effective, and beautiful transfer of the Turkish language. When the opinions of pre-service Turkish and classroom teachers about the root values in the programme were examined in this study, it was seen that they described the root values as the values that should be present in individuals or society. The opinions of the two groups in this regard were similar. In a study conducted by Saral Çolak (2020) with pre-service teachers, it was seen that root values were understood as universal values and were emphasised as the basis of being human and as necessary for social order. This supports the first finding of the present study. It was determined that pre-service Turkish and classroom teachers saw the role of values in education as supportive. In their study with preschool teachers, Uzun and Köse (2017) stated that the purpose of values education is to support the mobile structure formed between the developmental areas of children in the preschool period and that the positive behaviours that are acquired or will be acquired as a result of values education will be at higher levels. This supports the second finding of the present study. In this study, it was observed that the values prioritised by pre-service Turkish and classroom teachers were respect and love. In a study conducted by Kolaç and Karadağ (2012) with pre-service Turkish teachers, it was stated that the most important value was respect for human dignity and rights. Similarly, Uzun and Köse (2017) stated in their study with preschool teachers that love, respect, and honesty should be given the most priority within the scope of values education. Kozikoğlu (2018) also stated that the values of respect, love, and honesty should be given priority in preschool education. It can be said that these studies’ results overlap with the findings of the present study. When the values suggested by pre-service Turkish and classroom teachers to be added to the current root values were analysed, it was seen that both groups suggested the addition of empathy as a root value to a great extent. In a study conducted by Kılcan (2020) with secondary school teachers, the value most often suggested by the participants was empathy. Based on this study, more extensive research can be conducted on the proposed values and some additions can be made to the root values of the curriculum. In addition, conducting research on both values in general and on root values with larger samples will help to determine the perceptions and awareness of larger groups about values. Furthermore, conducting correlational studies on values in general or on root values and examining the status of value perceptions according to various variables would contribute to the literature.

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Author Contributions

The author planned, modeled, and conducted the study.

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No potential conflict of interest was declared by the author.

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