

Opinions of The Students of The Faculty of Medicine Towards The Subjects of Atatürk's Principles and History of Revolution (Example of Gazi University)

Tıp Fakültesi Öğrencilerinin Atatürk İlkeleri ve İnkılap Tarihi Dersine İlişkin Görüşleri (Gazi Üniversitesi Örneği)

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Özet

Bu araştırmanın amacı Tıp Fakültesi öğrencilerinin Atatürk İlkeleri ve İnkılap Tarihi (AİTT) öğretimine ilişkin görüşlerini belirleyebilmektir. Bu araştırmada, betimleyici araştırma türlerinden tarama modeli kullanılmıştır. Araştırmanın evrenini Gazi Üniversitesi Tıp Fakültesinde öğrenim gören öğrenciler oluşturmaktadır. Araştırmanın örneklemini ise Gazi Üniversitesi tıp fakültesi birinci sınıfta zorunlu olarak dersi alan 440 öğrenci oluşturmaktadır. Araştırma verileri araştırmacı tarafından geliştirilen anket formu ile toplanmıştır. Yüksek öğretimde Tıp Fakültesi öğrencilerinin Atatürk İlkeleri ve İnkılap tarihi dersine yönelik olumlu tutuma sahip oldukları; ders seçmeli ders bile olsa isteyerek ve severek katılacaklarını, dersin ideoloji ve siyaset içerdiğini düşünmediklerini, vatandaşlık bilincini geliştirmede olumlu rol oynar ifadelerine yüksek oran yüksek oranda tamamen katıldıkları veya katıldıklarını ifade etmişlerdir. Tıp fakültesi öğrencilerinin dersin içeriğine yönelik görüşleri arasında "Üniversite düzeyinde bölümlerin meslek dersleriyle uyumlu ve ilişkili olarak düzenlenmesi (Tıp Fakültesinde; Mektebi Tıbbiyenin Türk Tarihindeki yeri, I Dünya savaşı ve Kurtuluş Savaşında karşılaşılan hastalıklar, Milli Mücadelede Hekimlerin rolleri, Hilal-i Ahmer kuruluşu vb.)", "İçerik güncel olaylarla ilişkilendirilerek zenginleştirilmelidir.", "Dersin içeriğinin yükseköğretimdeki kazanımlara göre şekillendirilmelidir." önermelerinin yer aldığı ifadelerle en yüksek oranda tamamen katıldıkları veya katıldıklarını ifade etmişlerdir. Tıp Fakültesi öğrencilerinin Atatürk İlkeleri ve İnkılap Tarihi dersine yönelik tutumlarını yansıtan görüşlerine ilişkin bulguların sonuçları, ilgili alan yazında farklı disiplinlerde yer alan öğrencilerin bu derse yönelik tutum ve ilgileriyle paralellik göstermektedir.

Anahtar Kelimeler: Atatürk İlkeleri ve İnkılap Tarihi Dersi, İnkılap Tarihi Öğretimi, Tıp fakültesi, Öğrenci Görüşleri

Abstract

The purpose of this research is to determine the opinions of the students of the Faculty of Medicine over teaching Atatürk Principles and History of Revolution (APHR). In this study, a screening model was used as a descriptive research type. The population of the research is formed by the students who are studying at Gazi University, Faculty of Medicine. The sample of the research is composed of 440 students who compulsorily take this course in their first year in Gazi University, Faculty of Medicine. The research data were collected by a questionnaire developed by the researcher. In higher education, the Faculty of Medicine students have a positive attitude towards Atatürk Principles and History of Revolution course; They expressed their willingness to participate, even if the course is elective, feeling that they do not think it contains an ideology and politics, also they "totally agree" or "agree" with the expressions that it plays a positive role in improving citizenship consciousness. Among the views of the students of the Faculty of Medicine, the opinions of the students about the content of the course are as follows: "Regulation of the chapters should be made at the university level in accordance with the vocational courses and related arrangements (the place of the Mektebi Tıbbiye (School of Medicine) in Turkish History, diseases in the World War I. and Independence War,)", "The content should be enriched by associating with current events", "The content of the lesson should be designed according to the achievements in higher education". They "totally agree" or "agree" with these opinions. It was found that the findings obtained from the students of the Faculty of Medicine over their attitudes towards Atatürk's Principles and the History of Revolution were parallel to the attitudes of the students to this course in different disciplines.

Keywords: Atatürk's Principles and History of Revolution lesson, Faculty of Medicine, Student Opinions

1. Introduction

Atatürk's Principles and History of Revolution lesson, which is taught in higher education institutions today, dates back to 1925. Mahmut Esat Bey and Cemil (Bilsel) Bey, founders of Ankara University Faculty of Law, decided to put a new course in the name of "History of Revolution" while preparing the curriculum. This course, taught at the Faculty of Law in the name of "History of Revolution", aims to describe the characteristics of the Turkish Revolution. Mahmut Esat Bey intermittently taught (Aksoy, 2003:70) this course, which was comparatively explained by the Turkish Revolution with his revolutionary movements made before him. The beginning of teaching the course systematically at universities starts with the establishment of the Turkish Revolution Institute in 1933 in Istanbul University. Following the 1933 reform, in the 1933-1934 academic year, "History of Revolution" courses began to be taught in the last years of universities and colleges. Parallel to the historical process in Turkey, the History of Revolution lesson has been subjected to frequent interventions because history discipline is a science that attracts the interest of the individual and society as well as an area of interest to the state and political powers (Erdaş, 2006: 17). The course was taught in 1960 under the title of "History of Turkish Revolution and the Turkish Republic Regime" and after the regulation of the 1961 Constitution, "Universities managing themselves", some changes were made in the course contents, and it was decided that it should be taught in two semesters in faculties and one year in colleges. The course was taught in 1968 as "Turkish Upheaval History" and after 1980 as "History of Turkish Revolution" (Özüçetin and Nadar, 2010: 469-472). After various stages, from 1981 onwards, Atatürk Principles and History of Revolution started to be taught as a compulsory course at universities based on the law of higher education with a No 2547.

When the related body of literature is examined in the context of the study, in teaching Atatürk's Principles and History of Revolution course in higher education, the general problems encountered and the opinions of the prospective teachers in the social sciences are at the forefront. However, specific studies involving the opinions of students in different disciplines are not common, and it is thought that, knowing that there is no work carried out over opinions of the students from Faculty of Medicine, the current

study will be able to contribute to the field.

Aim of the Study

The aim of this research is to reveal the point of view of the students who study in different disciplines towards Atatürk's Principles and History of Revolution course in Higher Education. In this sense, it was tried to reveal the opinions of the students studying at the Faculty of Medicine on Atatürk's Principles and History of Revolution course.

Thesis Statement

What are the opinions of the students of the Faculty of Medicine on Atatürk's Principles and History of Revolution (APHR) lesson? In the research, the following sub-problems were sought in line with the thesis statement.

Sub-problems

- What are the attitudes of student from Faculty of Medicine towards Atatürk's Principles and History of Revolution lesson like?
- What are the opinions of the students of the Faculty of Medicine on the content of the Atatürk's Principles and the History of Revolution course?

2. Method

In this study, a screening model was used as a descriptive research type. It is used in the studies aiming to collect data to determine the characteristics of a group. In the survey, the screening model is used because it represents the availability for the purpose of the study, the past or present situations, and it reveals the views of the participants on a topic (Büyüköztürk et al, 2011).

Population and Sample

The population of the research is formed by the students studying at Gazi University, Faculty of Medicine. Sampling was not done with the whole units that form the population to be studied, but with some of them selected on the basis of certain rules (Balçı, 2001:90). Thus, the sample of the research was made up of 440 students who compulsorily took this course in their first year of Gazi University Faculty of Medicine.

Data Collection Tool and Development

The literature was searched by the researcher and the questionnaires including Atatürk's Principles and History of Revolution were reviewed by Atatürk Research Center Presidency and Taş et al. Then, the designed Atatürk Principles and History of Revolution Questionnaire form was examined by specialist faculty members from Gazi University, Istanbul University and Çukurova University and their opinions were noted. After the changes made in line with the opinions of field experts, the survey form was revised in line with the opinions of surveying and evaluation experts and Turkish language experts, and the survey was finalized. Questionnaire Form was applied to 430 students from Gazi University Faculty of Medicine freshman year in the fall semester of 2014-2015 for reliability analysis and recorded as a database in the SPSS 14.0 program and the internal consistency coefficient (Cronbach Alpha) value was calculated as 0.928 as a result of the statistical analysis. A reliability coefficient of 0.70 or higher is considered a sign of reliability of this scale.

Data Collection and Analysis

Research based data were collected from 440 students who studied in Gazi University Faculty of Medicine in the fall semester of the academic year 2015-2016. Before data collection, participants were informed about the purpose of the research, the nature of the research (as a scientific study), and the identity information to be kept hidden. The data obtained from the questionnaires were recorded as a data base in the SPSS 14.0 program and this program was used in the statistical analysis. In the analysis of the qualitative data, a descriptive analysis was made by creating the categories out of the answers given by the students and from the information in the literature.

3. Findings

In this part, the findings of the research and interpretations based on the findings were included. Findings and interpretations were handled according to the data obtained in the direction of the sub-problems of the research.

Findings for the First Sub-problem

In the analysis of the first sub-problem of the study, the descriptive statistics results of the opinions of the students of the Faculty of Medicine reflecting their attitudes towards Atatürk's Principles and the History of Revolution lesson are given in Table 1 below.

Table 1: The Opinions of the Students of the Faculty of Medicine Reflecting their Attitudes towards Atatürk's Principles and the History of Revolution Lesson

| Statements | | Totally disagree | Disagree | Neutral | Agree | Totally agree |
|---|---|------------------|----------|---------|-------|---------------|
| Atatürk's Principles and History of Revolution Course gives history and national consciousness. | f | 6 | 8 | 25 | 153 | 248 |
| | % | 1 | 2 | 6 | 35 | 56 |
| This course helps to relate the past to today. | f | 4 | 5 | 43 | 290 | 98 |
| | % | 1 | 1 | 10 | 66 | 22 |
| It helps us to understand, interpret and analyze our history. | f | 9 | 6 | 52 | 204 | 169 |
| | % | 2 | 1 | 12 | 46 | 39 |
| This course refers to the modernization goal of the Republic of Turkey. | f | 6 | 13 | 36 | 164 | 221 |
| | % | 1 | 3 | 8 | 38 | 50 |
| Atatürk's Principles and History of Revolution Course is a lesson in which the same things are repeated. | f | 68 | 42 | 102 | 93 | 135 |
| | % | 16 | 10 | 23 | 21 | 30 |
| Even if this course is an elective course, I willingly and lovingly participate. | f | 59 | 26 | 124 | 106 | 125 |
| | % | 13 | 6 | 28 | 24 | 29 |
| I think that Atatürk's Principles and History of Revolution include ideology and politics. | f | 117 | 183 | 86 | 39 | 15 |
| | % | 27 | 41 | 20 | 9 | 3 |
| I get bored because I take Atatürk's Principles and History of Revolution Course as a compulsory course. | f | 118 | 97 | 68 | 90 | 67 |
| | % | 27 | 22 | 15 | 21 | 15 |
| Within the scope of the Atatürk's Principles and History of the Revolution, I enjoy learning about the recent past. | f | 7 | 21 | 89 | 183 | 140 |
| | % | 2 | 5 | 20 | 42 | 31 |
| This course increases my interest and curiosity towards the past. | f | 5 | 8 | 64 | 122 | 241 |
| | % | 1 | 2 | 14 | 28 | 55 |
| I think that this course gives you historical events in an impartial way. | f | 26 | 53 | 187 | 98 | 76 |
| | % | 6 | 12 | 43 | 22 | 17 |
| I think that this course infused Atatürk's Principles and Revolutions as a philosophy of life into me. | f | 9 | 36 | 94 | 146 | 155 |
| | % | 2 | 8 | 21 | 34 | 35 |
| I am proud to learn how this country has been built and established under difficult circumstances with Atatürk's Principles History of Revolution Course. | f | 4 | 17 | 94 | 238 | 87 |
| | % | 1 | 4 | 21 | 54 | 20 |
| Atatürk's Principles and the History of Revolution Course increases my love for Atatürk. | f | 7 | 34 | 83 | 173 | 143 |
| | % | 2 | 8 | 19 | 39 | 32 |
| Atatürk's Principles and History of Revolution course is of no interest for me. | f | 143 | 128 | 115 | 27 | 27 |
| | % | 32 | 30 | 26 | 6 | 6 |
| Atatürk's Principles and History of Revolution Course teaches history and increases my confidence. | f | 4 | 8 | 69 | 234 | 125 |
| | % | 1 | 2 | 16 | 53 | 28 |
| It gives me the belief of making sacrifices for the state and the people. | f | 5 | 7 | 73 | 169 | 186 |
| | % | 1 | 2 | 17 | 38 | 42 |
| It's a lesson for me to understand to what I owe my days today. | f | 9 | 37 | 90 | 247 | 57 |
| | % | 2 | 9 | 21 | 56 | 12 |
| I like the lesson because it expresses Atatürk's idealistic personality. | f | 17 | 19 | 87 | 184 | 133 |
| | % | 4 | 4 | 20 | 42 | 30 |
| This lesson is necessary because it gives me the chance to find my ego by introducing National Culture. | f | 9 | 24 | 69 | 187 | 151 |
| | % | 2 | 5 | 16 | 43 | 34 |
| It is not interesting for me because it is limited to a certain period of time. | f | 156 | 116 | 77 | 49 | 42 |
| | % | 35 | 26 | 18 | 11 | 10 |
| This course is interesting because it allows me to look critically at historical and contemporary events. | f | 17 | 23 | 58 | 153 | 189 |
| | % | 4 | 5 | 13 | 35 | 43 |
| I care about this lesson because it contributes us to take lessons from the past and make correct interpretation of the present day. | f | 13 | 17 | 24 | 171 | 215 |
| | % | 3 | 4 | 6 | 39 | 48 |
| As I have taken lessons from the past and made the right decisions, I look for the future with confidence. | f | 18 | 15 | 51 | 167 | 189 |
| | % | 4 | 3 | 12 | 38 | 43 |
| I think that this course affects my citizenship awareness positively. | f | 7 | 8 | 85 | 142 | 198 |
| | % | 2 | 2 | 19 | 32 | 45 |
| I care about it because it is a lesson that allows me to gain national values. | f | 9 | 19 | 48 | 175 | 189 |
| | % | 2 | 4 | 11 | 40 | 43 |

| Statements | | Totally disagree | Disagree | Neutral | Agree | Totally agree |
|---|---|------------------|----------|---------|-------|---------------|
| This lesson is useful because it allows me to acquire universal values (independence, democracy, etc.). | f | 4 | 19 | 59 | 193 | 165 |
| | % | 1 | 4 | 13 | 44 | 38 |
| I believe that this course expresses Atatürk's idealistic personality. | f | 5 | 26 | 61 | 163 | 185 |
| | % | 1 | 6 | 14 | 37 | 42 |
| I believe it is unnecessary because it does not overlap with the reality of modern society. | f | 143 | 167 | 41 | 36 | 53 |
| | % | 33 | 38 | 9 | 8 | 12 |
| I find it useless because the theoretical information given in this course is not related to life. | f | 169 | 142 | 57 | 32 | 40 |
| | % | 39 | 32 | 13 | 7 | 9 |

Table 1 shows the ratios of the responses given by the students of the Faculty of Medicine to the statements reflecting the attitudes towards Atatürk's Principles and the History of Revolution Course. In this sense, the greatest proportion of students' attitudes towards the course where they "totally agree" or "agree" are about 91% with the statement that "*Atatürk's Principles and History of Turkish Revolution will give me national consciousness*". Of the students; 56% said they totally agree, 35% said they agree, 6% said they are neutral, 2% said they disagree, and 1% said they totally disagree with the statement. The greatest proportion of students' attitudes towards the course where they totally disagree or disagree is about 71% with the statements "*I believe that it is unnecessary because it does not match the reality of the modern society*" and "*This course is useless because the information given is not related to life*". The greatest percentage of students' attitudes toward the course where they are neutral is 43% with the statement that "*I think that this course gives you historical events in an impartial way.*".

Students must encounter content and discourse at university level that they have never encountered in secondary education. Repetition plays an important role in learning. However constant repetition of the same information from the primary school onwards might lead to indifference after a while. It is a natural situation for the students having the same content in primary education and secondary education and having to take it again in higher education to get tired of the topic (Mumcu, 1985: 52).

The fact that students do not think the course includes ideology and politics shows that it differs from the views of some scientists in the body of literature. Some scholars such as Toktamış Ateş, Aysel Çelikel, Ergun Aybars and Zafer Toprak argue that the Atatürk's Principles and History of Revolution course is an ideology lesson and have a mission (Gülmez, 2003: 1049). Toktamış Ateş emphasized the importance of this course as having an ideology and what the ideology of this course should be. Also, Zafer Toprak stated that the course essentially has a mission to be described as an ideology (Tanör et al., 1997: 35-56).

The relative magnitude of the "neutral" ratio could be thought it is due to the nature of the course being open to interpretation. In a study by Akbaba et al., "Opinions of History Teacher Candidates towards Teaching Atatürk's Principles and History of Revolution", they found that the course is far from objectivity (Akbaba et al., 2014: 214).

Thinking reversely, we can interpret that the students of the Faculty of Medicine adopted the Atatürk Principles and Revolution History courses with a percentage of 62%. This data differs from the views of some scientists in the field. Atatürk's Principles and History of Revolution courses at universities is also a memorization course because they are not close to high school understanding. It is a formality for many of the students in science, technology and health, in particular (Arslan, 2005: 67).

According to table item, 77% of the students are thought to have a positive approach to the fact that this course affected the citizenship consciousness positively. History of Revolution course, which is the second part of three parts in the emergence of Atatürk's Principles and History of Revolution courses, has a natural part in citizenship education. Teaching History of Revolution is structured both as a part of history science and as being effective in citizenship education (Yılmaz, 2006: 3).

In higher education, the Faculty of Medicine students have a positive attitude towards Atatürk's Principles and History of Revolution course; They expressed their willingness to participate even if the course is elective, that they do not think that it includes an ideology and politics, and that they totally agree or agree that it plays a positive role in developing citizenship consciousness. The results of the findings of the students' opinions about their attitudes towards the Atatürk's Principles and the History of Revolution overlap with the findings of the researches by Akbaba, Demirtaş, Birbudak and Kılcan (Bülent et al., 2016: 1343-1358), Akbaba, Demirtaş, Birbudak and Kılcan (Bülent et al., 2014: 207-226), Doyran and Doyran (Doyran and Doyran, 2013: 163-167), Gülmez, İra, Yılmaz and Çalışır (Gülmez et al., 2009: 143-152), Taş and Sanalan (Taş ve Sanalan, 2004:71-82), ve Doğaner (Doğaner, 2005).

5.2. Findings for the Second Sub-problem

In the analysis of the second sub-problem of the study, the descriptive statistical results of the opinions of the students of the Faculty of Medicine on the content of the Atatürk's Principles and the History of Revolution course are discussed in Table 2 below.

Table 2: Opinions of Students of the Faculty of Medicine on the content of the Atatürk's Principles and History of Revolution Course

| Statements | | Totally disagree | Disagree | Neutral | Agree | Totally agree |
|--|---|------------------|----------|---------|-------|---------------|
| The content of the course should be structured with content and discourse that is not encountered in secondary education at university level. | f | 9 | 16 | 69 | 196 | 150 |
| | % | 2 | 4 | 16 | 44 | 34 |
| The content should be enriched by being associated with current events. | f | 5 | 16 | 19 | 185 | 215 |
| | % | 1 | 4 | 4 | 42 | 49 |
| The content of the course should be enriched with philosophical information. | f | 13 | 6 | 119 | 163 | 139 |
| | % | 3 | 1 | 27 | 37 | 32 |
| The subjects given in primary education, secondary education and higher education should not be repetitive. | f | 19 | 26 | 51 | 161 | 183 |
| | % | 4 | 6 | 12 | 37 | 41 |
| More room should be given for the events reinforcing national unity and solidarity. | f | 7 | 5 | 36 | 172 | 175 |
| | % | 2 | 1 | 8 | 39 | 40 |
| National and international events should be given in association with each other. | f | 3 | 4 | 79 | 185 | 169 |
| | % | 1 | 1 | 18 | 42 | 38 |
| The course should be given after the period of İsmet İnönü by extending up to day. | f | 13 | 9 | 56 | 165 | 197 |
| | % | 3 | 2 | 13 | 37 | 45 |
| The scope of the course should be expanded to include economic, technological, cultural and artistic subjects. | f | 9 | 35 | 91 | 123 | 182 |
| | % | 2 | 8 | 21 | 28 | 41 |
| Parallel developments in world history should also be included. | f | 19 | 21 | 41 | 175 | 184 |
| | % | 4 | 5 | 9 | 40 | 42 |
| At university level, it should be regulated in harmony with and related to vocational courses of the departments. (In the Department of Medicine; Place of Mektebi Tıbbiye (School of Medicine) in Turkish History, Diseases in World War I and Independence War, Role of Physicians in National Struggle, Hilal-i Ahmer (Red Crescent) Foundation etc.) | f | 2 | 3 | 10 | 183 | 242 |
| | % | 1 | 1 | 2 | 41 | 55 |
| The content of this course should be shaped according to achievements in higher education. | f | 5 | 3 | 53 | 182 | 197 |
| | % | 1 | 1 | 12 | 41 | 45 |

Table 2 shows the ratios of the responses given by the students of the Faculty of Medicine to the statements concerning the content of the Atatürk's Principles and history of Revolution course. In this sense, the greatest proportion of the students' opinions of totally disagreeing or agreeing about the content of the course, is at the rate of 96% with the statement "At university level, it should be regulated in harmony with and related to vocational courses of the departments. (In the Department of Medicine; Place of Mektebi Tıbbiye (School of Medicine) in Turkish History, Diseases in World War I and Independence War, Role of Physicians in National Struggle, Hilal-i Ahmer (Red Crescent) Foundation etc.)". The fact that the answers given by the students have a high portion is likely to be thought that the contents of the courses can be arranged thematically in relation to the vocational courses of the departments of the faculties and schools. In his study titled "Teaching Atatürk's Principles and History of Revolution in terms of Educational Sciences", Safran stated that the contents of the course should be prepared in accordance with and relevant to the vocational courses in the university, and vocational oriented programs should be prepared. In the School of Medicine and the School of Nursing, the place of Mektebi Tıbbiye in the Turkish history can be focused on the diseases encountered and the cautions taken in the First World War and the War of Independence. In the automotive department, they can focus on the coming of the automobile to Turkey, the cars used by Atatürk and their properties, and the Turkish army's motorization. In the Economics Department, they can focus on economics focused topics such as the 1838 Baltalmanı Treaty and its importance, the 1923 Economic Congress, the 1929 World Economic Crisis, Keynes Policies (Safran, 2004: 117).

History of Revolution courses cannot be left as a pure history lesson. It is absolutely necessary to establish links and interests with current events. History of Revolution courses should be assessed by taking into account the most recent problems and the historical dimensions of current problems (Aybars, 1995: 291).

Atatürk period is the core of this course. Pre and post periods must also be strongly integrated into the course. After the year 1950, it should be extended beyond a limited political narrative. The content of the course should be explained by relating to the present. The processes of social transformation must be clarified (Pamuk, 2004: 28-29).

The scope of the course should be expanded to include economic, technological, cultural and artistic subjects.". While Birsen Gökçe (Gökçe, 2004: 61-67) brings social structure into the forefront, Gülnihal Bozkurt (Bozkurt, 2004: 68-77) emphasizes legal coverage, and Erdiç Tokgöz comes up with the idea of giving economic focuses to the classes.

Among the opinions of the students of Faculty of Medicine, they expressed that they totally agree or agree with the statements "At university level, it should be regulated in harmony with and related to vocational courses of the departments. (In the Department of Medicine; Place of Mektebi Medicine in Turkish History, Diseases in World War I and Independence War, Role of Physicians in

National Struggle, Hilal-i Ahmer Foundation etc.)”, “The content should be enriched by being associated with current events.” and “The content of this course should be shaped according to achievements in higher education.”.

Yilmaz emphasized in his study “History of Revolution courses in Primary, Intermediate and Higher Education” that the student should be given more attention to foreign politics in order to enable the student to understand the world outside of Turkey, and in order to make the outside world understands Turkey. The relations and interests of Western states with Turkey should be mentioned and it should be explained what happened in the world during and after the years of the Revolution in Republican period (Yilmaz, 2005: 30).

Among the opinions of the students from the Faculty of Medicine towards the content of the course, they “totally agree” or “agree” at the highest rate with the statements of “At university level, it should be regulated in harmony with and related to vocational courses of the departments. (In the Department of Medicine; Place of Mektebi Medicine in Turkish History, Diseases in World War I and Independence War, Role of Physicians in National Struggle, Hilal-i Ahmer Foundation etc.)”, “The content should be enriched by being associated with current events.”.

4. Results and Suggestions

The students of the Faculty of Medicine in higher education have a positive attitude towards Ataturk’s Principles and History of Revolution course; they expressed their willingness to participate even if the course is elective, they do not think that it includes ideology and politics, it plays a positive role in developing citizenship consciousness; and that they totally agree or agree with these statements at a high rate.

The results of the findings of the opinions of the students of Faculty of Medicine reflecting their attitudes towards Ataturk’s Principles and the History of Revolution are parallel to the attitudes of the students in different disciplines to this course. In line with the results of the research; it is recommended to carry out scientific studies on the opinions of the students who are studying in different disciplines towards the Ataturk’s Principles and History of Revolution course in higher education (Faculty of Engineering and Architecture, Faculty of Law, Faculty of Economics and Administrative Sciences, etc.),

to make thematically regulation of the content of the courses related to the vocational courses of the departments of the faculties and universities, to conduct studies to include students’ opinions on the presentation of Ataturk’s Principles and History of Revolution course through distance education to the students of the Faculty of Medicine.

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