

## INVESTIGATION OF FOLK SONGS IN SECONDARY SCHOOL MUSIC TEXTBOOKS IN TERMS OF VALUES EDUCATION

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**Abstract:** *Value can be defined as the common thoughts, goals, basic moral principles, or beliefs embraced by the majority of individuals in a society. The most fundamental purpose of educational systems is to effectively convey the values accepted as correct and good within that society to individuals. The ultimate goal reached through value education, which emphasizes the affective aspect, is to raise good individuals, which is also the most significant aim of education. An individual cannot be considered separate from society; they conduct the learning process while living within the community. During this process, they reinforce and improve what they learn, all of which shapes their personality. Society nurtures people, and people reflect the culture that society creates. It is observed that 'Türküler (folk songs),' which are significant sources of Turkish folk culture, pass down the value judgments, pains, joys, lifestyle, customs, traditions, and rituals of the people from generation to generation. Considering the influence of popular culture, it is believed that folk songs could play a significant role in instilling values in students who are distant from folk songs. In this regard, music lessons serve as a crucial bridge that can leave profound marks on human life. Therefore, music lessons are an important area that should not be overlooked in children's developmental processes. In this study, folk songs in the 5th, 6th, 7th, and 8th-grade music textbooks approved by the Ministry of National Education for the 2022-2023 academic year have been examined from the perspective of values education. Values present in these folk*

*songs have been identified, and an attempt has been made to highlight the importance of folk song lyrics in values education. A total of 55 folk songs in the music textbooks have been analyzed using the qualitative research method of document reviewing. As a result of the research, findings and comments related to five values have been reached, and exemplary lyrics conveying values to children have been identified among the analyzed folk songs. Therefore, it is considered appropriate to utilize folk songs in values education.*

**Keywords:** *Music, music education, values education*

## **INTRODUCTION**

Nations endure as long as they can preserve and develop their inherent values. It is natural for individuals in different cultural environments to have varying perspectives on events concerning national and social values. However, younger generations have begun to forget national and humane values due to technological advancements, the pace of work, and the degradation of the concept of family. This neglect of values has led society to live a life disconnected from these fundamentals, thereby giving rise to societal problems and complaints. A child's first exposure to social interaction begins within their family; it is where they learn love, respect, responsibility, honesty, and discerning right from wrong. School offers them the opportunity to develop the attitudes and values gained within their families, shaping their own personalities. Guiding and mentoring children in this process is crucial. Teachers, due to their position, play a significant role in instilling values in students. Their role transcends the classroom; it encompasses the entirety of the school environment.

Teachers should strive to consider students' social and cultural differences, their actions, and their interests, making efforts for their highest levels of learning and development. Moreover, they should exhibit the behaviors they wish to foster in their students. Consequently, conveying values to individuals in a haphazard manner is not feasible. As Çağlayan (2013, p. 95) pointed out, In educational institutions, the programming and discussion of values education based on students' levels and interests should be filtered through the mind. Supporting this view, Yaman (2012, p.19) discusses the process of instilling values, stating: 'This process should commence within families at a very early

age and should be supported by emotional formation and value-acquisition activities at various stages of formal education.: The realization of numerous values such as love, respect, tolerance, responsibility, integrity, justice, appreciation of family, independence, free thinking, optimism, altruism, sensitivity, honesty, loyalty, cleanliness, hospitality, and patriotism through activities, practices, and achievements in family, school, society, and media is of utmost importance, as they need to be transformed into actions.”

Transferring values to children is only possible through education, a significant part of which includes schools and the courses taught within them. There are various ways to impart these values. Indeed, music lessons are one of the important resources that can be utilized to convey values to children. Music has entrenched itself as a fundamental part of the Turkish national education system for years. Individuals are more inclined and receptive to music at a young age. Therefore, music lessons in child development are an essential area that cannot be overlooked. In values education, the usability of music, one of the cultural elements, along with methods such as value transmission, explanation, and analysis, constitutes the primary subject of this study. Evaluated from the perspective of our own culture, Turkish folk music is a cultural entity that narrates sorrows, melancholy, loves, human-to-human, human-to-nature, and human-to-other living being relationships; in short, everything related to humanity in the folk language. In this context, the lyrics of folk songs in middle school music textbooks have been examined from the standpoint of values and aimed at instilling values in individuals.

## **PROBLEM STATEMENT**

The problem statement of the research is defined as: "How is the examination of folk songs in the 5th, 6th, 7th, and 8th-grade music textbooks in terms of values education?"

## **SUB-PROBLEMS**

- The sub-problems of the research are as follows:
- • What are the folk songs in the 5th-grade music textbook, and what values do they convey?
- • What are the folk songs in the 6th-grade music textbook, and what values do

they convey?

- • What are the folk songs in the 7th-grade music textbook, and what values do they convey?
- • What are the folk songs in the 8th-grade music textbook, and what values do they convey?

## **RESEARCH OBJECTIVE**

The objective of this research is to examine and determine the extent to which values are addressed in the lyrics of folk songs found in the 5th, 6th, 7th, and 8th-grade music textbooks and to assess the effectiveness of these values in education.

## **Method**

In this section, information about the research model, method, population, sample, data collection tools, data analysis, and interpretation has been provided.

## **RESEARCH MODEL**

This study is a descriptive research. Within this study, a type of descriptive research, namely the survey model, has been utilized, incorporating both quantitative and qualitative data analysis techniques. "Qualitative research can be defined as a research approach that employs qualitative data collection methods such as observation, interviews, and document analysis, aiming to present perceptions and events in a realistic and holistic manner in their natural setting" (Yıldırım and Şimşek, 2006). "Descriptive research, on the other hand, refers to describing and explaining what already exists, what is happening, and presenting it" (Sönmez and Alacapınar, 2011, p. 46). The general survey model has been employed in this research. "The survey model is a research model that descriptively explains an existing phenomenon from the past or present. There is no effort to alter the object or event under investigation. The researcher integrates the data obtained through their observations and interprets them" (Karasar, 2009, pp. 77–79).

## DATA COLLECTION TOOLS

In this research, data was obtained by the researcher through the survey method to examine the problem situation.

## DATA ANALYSIS

The descriptive analysis method has been preferred for data analysis. "Descriptive analysis is the analysis of data based on predetermined themes. Systematic and clear presentation of data is crucial in this analysis" (Yıldırım and Şimşek, 2008, p. 224).

The themes used in data analysis are the values found in the music lesson curriculum (MEB, 2018), namely "justice," "friendship," "honesty," "patience," "self-regulation," "respect," "love," "responsibility," "patriotism," and "helpfulness".

## FINDINGS

In this section of the study, the lyrics of the songs in the fifth, sixth, seventh, and eighth-grade music education programs were examined in the context of 'core values'. The most comprehensive and defining phrase regarding the core values contained in the song lyrics was selected and exemplified. Recommended songs drawn from the TRT repertoire supported core values that are not present at certain grade levels. The findings and interpretations reached have been explained below each table.

### FINDINGS RELATED TO THE FIRST SUB-PROBLEM

The first sub-problem of the study was defined as 'What are the folk songs in the 5th-grade music textbook and what values do they convey?'

Table I

*Examination of Folk Song Lyrics in the 5th Grade Music Textbook in Terms of Values Education*

Section-Song Number	Folk Song	Theme	Topic Value conveyed by the lyrics
1	Kara Basma İz Olur	Love for an Individual	Love
2	Bizim Eller Ne Güzel Eller	Love for the homeland	Love
3	Gökte Yıldız Ay Misun	Love for an Individual	Love

4	Bingöl Halayı	Love for an Individual	Love
5	Ha Buradan Aşağı	Love for an Individual	Love
6	Meşeli Dağlar Meşeli	Love for an Individual	Love
7	Havada Bulut Yok	Sensitivity	Patience
8	Makaram Sarı Bağlar	Love for an Individual	Love
9	Hey On Beşli	Compassion-Mercy	Love
10	Bahçelerde Börülce	Solidarity	Helpfulness

Song number 1, 'KARA BASMA İZ OLUR,' conveys the value of love in the phrase 'Kara basma kayarsın, sen benimle ayarsın.'

Song number 2, 'BİZİM ELLER NE GÜZEL ELLER,' conveys the value of love in the phrase 'Bizim eller ne güzel eller, söylesin şirin diller.'

Song number 3, 'GÖKTE YILDIZ AY MİSUN,' conveys the value of love in the phrase 'Gökte yıldız ay misun da, kemeçeme yay misun.'

Song number 4, 'BİNGÖL HALAYI,' conveys the value of love in the phrase 'Kim sorarsa Bingöl'ü, sevdiğim var içimde.'

Song number 5, 'HA BURADAN AŞAĞI,' conveys the value of love in the phrase 'Ay doğar çini çini de öpsem elin içini.'

Song number 6, 'MEŞELİ DAĞLAR MEŞELİ,' conveys the value of love in the phrase 'Kül oldum aşka düşeli, a benim esmer güzelim.'

Song number 7, 'HAVADA BULUT YOK,' conveys the value of patience in the phrase 'Burası Muş'tur yolu yokuştur, giden gelmiyor acep ne iştir.'

Song number 8, 'MAKARAM SARI BAĞLAR,' conveys the value of love in the phrase 'Makarada ipliğim oy, Asyem benim kekliğim.'

Song number 9, 'HEY ON BEŞLİ,' conveys the value of helpfulness in the phrase 'Bahçalarda börülce, oynar gelin görümce.'

In the 5th-grade music textbook, love is conveyed seven times, patience once, and helpfulness once, among these core values. Only three of these core values are presented here: self-regulation, justice, friendship, honesty, patriotism, responsibility, and respect. Based on the research and examination, I recommend the inclusion of different core values as listed below.

## THE FINDINGS RELATED TO THE SECOND SUB-PROBLEM

The findings related to the second sub-problem of the study: 'What are the folk songs in the 6th-grade music textbook and what values do they convey?'

Table II

*Examination of Folk Song Lyrics in the Sixth Grade Music Textbook from the Perspective of Values Education*

	Title of Folk Song	Theme	Topic Value Conveyed by Lyrics
1	Yörük Ali	Bravery	Love
2	Deniz Üstü Köpürür	Love for an Individual	Love
3	Sen Bu Yaylaları Yaylıyamazsun	Love for an Individual	Love
4	Nar Danesi	Love for an Individual	Love
5	Tiridine Bandım	Love for an Individual	Love

6	Çanakkale Türküsü	Love for the Homeland	Patriotism
7	Çemberimde Gül Oya	Love for an Individual	Love
8	Hoş Gelişler Ola	Love for Atatürk	Love
9	Kahve Yemenden Gelir	Love for Nature	Love
10	Zobalarında Guruda Meşe	Love for an Individual	Love

Number 1, the folk song 'YÖRÜK ALI,' conveys the value of love in the phrase 'Hey gidinin efesi, efelerin efesi.'

Number 2, the folk song 'DENİZ ÜSTÜ KÖPÜRÜR,' conveys the value of love in the phrase 'Benim de buraya geldiğim, bir güzelden ötürü.'

Number 3, the folk song 'SEN BU YAYLALARI YAYLIYAMAZSUN,' conveys the value of love in the phrase 'Ağan var midur paşan var midur, seni bana methettiler aslı var midur.'

Number 4, the folk song 'NAR DANESİ,' conveys the value of love in the phrase 'Güzellerin içinde seviyom bir danesi.'

Number 5, the folk song 'TRİDİNE BANDIM,' conveys the value of love in the phrase 'Selviye benzettim yârin boyunu.'

Number 6, the folk song 'ÇANAKKALE TÜRKÜSÜ,' conveys the value of patriotism in the phrase 'Ana ben gidiyon düşmana karşı.'

Number 7, the folk song 'ÇEMBERİMDE GÜL OYA,' conveys the value of love in the phrase 'Karşıda duruken yüzüne hasret kaldım.'

Number 8, the folk song 'HOŞ GELİŞLER OLA,' conveys the value of love in the phrase 'Hoş gelişler ola, Mustafa Kemal Paşa.'

Number 9, the folk song 'KAHVE YEMENDEN GELİR,' conveys the value of love in the phrase 'Kekliğim de yeşilim aman a canım.'

Number 10, the folk song 'ZOBALARINDA GURU DA MEŞE,' conveys the value of love in the phrase 'Yanıyor da Memed efem de üşümüş de donuyor.'

Upon examining the 6th-grade Music textbook, a total of 10 folk songs have been identified. Among these, 'patriotism' is expressed once while 'love' is expressed nine times. In total, two core values, patriotism, and love have been observed. Other values such as self-discipline, justice, friendship, honesty, responsibility, respect, and altruism have not been encountered.

### THE FINDINGS RELATED TO THE THIRD SUB-PROBLEM

The third sub-problem of the research is determined as “What are the folk songs in the 7th-grade music textbook and what values do they convey?”

Table II

*Examination of Folk Song Lyrics in the Seventh Grade Music Textbook from the Perspective of Values Education*

	Title of Folk Song	Theme	Topic Value Conveyed by Lyrics
1	Kavurma Koydum Tasa	Love for an Individual	Love
2	Ayletme Beni	Love for an Individual	Love
3	Kiremide Su Düştü	Love for an Individual	Love
4	Toyular	Love for an Individual	Love
5	Entarisi Dım Dım Yar	Love for an Individual	Love
6	İndim Havuz Başına	Love for an Individual	Love
7	Altın Hızma Mülâyim	Love for an Individual	Love

8	Dere Geliyor Dere	Love for an Individual	Love
9	Yemen Türküsü(Havada Bulut Yok)	Sensitivity	Patience
10	Bitliste Beş Minare	Love for an Individual	Love
11	İncecikten Bir Kar Yağar	Love for an Individual	Love
12	Geçti Dost Kervanı	Love for an Individual	Love
13	Uzun İnce Bir Yoldayım	Life and Death	Patience

The first song, 'KAVURMA KOYDUM TASA,' conveys the value of love in the line, 'Benim yârim çok güzel, ağam yar pašam yar.'

The second song, 'AYLETME BENİ,' conveys the value of love in the line "Alçak yüksek tepede Fadimem bekletme beni."

The third song, 'KİREMİDE SU DÜŞTÜ,' conveys the value of love in the line 'Bir sene gördüm seni da, yaşamak bağa düştü.'

The fourth song, 'TOYÇULAR,' conveys the value of love in the line, 'Ben sana hayran, uy aman aman.'

The fifth song, 'ENTARİSİ DIM DIM YAR,' conveys the value of love in the line 'Yatsıya kadar bekledim, gözlerimi yumdum yar.'

The sixth song, 'İNDİM HAVUZ BAŞINA,' conveys the value of love in the line 'Sevda nedir bilmezdim, o getirdi başıma.'

The seventh song, 'ALTIN HIZMA MÜLAYİM,' conveys the value of love in the line 'Gün gördüm günler gördüm, seni gördüm şad oldum.'

The eighth song, 'DERE GELİYOR DERE,' conveys the value of love in the line, 'Sevdiğimin ismini mendilime işlerim.'

The ninth song, 'YEMEN TÜRKÜSÜ (HAVADA BULUT YOK),' conveys the value of patience in the line, 'Burası Muş'tur yolu yokuştur, giden gelmiyor acep ne iştir '

The tenth song, 'BİTLİS'TE BEŞ MİNARE,' conveys the value of love in the line ''Yüreğin dolu yâre, beri gel canan beri gel.'

The eleventh song, 'İNCECIKTEN BİR KAR YAĞAR,' conveys the value of love in the line ''Deli gönül hayran olmuş, gezer Elif diye.'

The twelfth song, 'GEÇTİ DOST KERVANI,' conveys the value of love in the line 'Bir güzel sevdası gözümde tüter '

The thirteenth song, 'UZUN İNCE BİR YOLDAYIM,' conveys the value of patience in the line ''Uzun ince bir yoldayım, gidiyorum gündüz gece.'

Upon examining the 7th-grade music textbook, a total of 13 folk songs have been identified. 'Patience' is represented twice, while 'love' is conveyed 11 times among these songs. In total, two core values, patience and love, are highlighted. No instances of self-control, justice, friendship, honesty, patriotism, responsibility, respect, or altruism have been observed.

#### **THE FINDINGS RELATED TO THE FOURTH SUB-PROBLEM**

The fourth sub-problem of the research is determined as 'What are the folk songs in the 8th-grade music textbook and what values do they convey?'

Table IV



*Examination of Folk Song Lyrics in the Eighth Grade Music Textbook in terms of Values Education*

	Title of Folk Song	Theme	Topic Value Conveyed by Lyrics
1	İzmirin Kavakları	Love for the Homeland	Patriotism
2	Kahveyi Kavururlar	Love for an Individual	Love
3	Çambaşın'a Çıktım(Gelin Havası)	Love for an Individual	Love
4	Çemberimde Gül Oya	Longing for Someone	Patience
5	Beyaz Giyme	Love for an Individual	Love
6	Malatya	Love for the Homeland	Love
7	Mihriban	Love for an Individual	Love
8	Evlerinin Önü Yıldız Piyade	Love for an Individual	Love
9	Şad Olup Gülmedim De	Love for an Individual	Love
10	Hüma Kuşu Yükseklerden Seslenir	Love for an Individual	Love
11	Şu Dalmadan Geçtin Mi (Yörük Ali)	Bravery	Love
12	Seherde Bir Bağa Girdim	Love for an Individual	Love
13	Bahçe Duvarından Aştım	Love for an Individual	Love
14	Kara Üzüm Salkımı (Azimen)	Love for an Individual	Love
15	Ordunun Dereleri	Love for an Individual	Love
16	Gesi Bağları	Love for an Individual	Love
17	Garip Bir Kuştı Gönlüm	Love for an Individual	Love
18	Ben Seni Sevdiğümi	Love for an Individual	Love
19	Eziz Dostum Mennen Küsüp İncidi	Friendship	Friendship
20	Ay Saçı Burma	Love for an Individual	Love
21	Davul Çalar	Love for an Individual	Love
22	Sensen Menim Dilberim	Love for an Individual	Love

- 1. The folk song titled 'İzmir's Kavakları' conveys the value of patriotism with the lyrics 'Bize derler çakıcı, yakarız konakları.'
- 2. 'Kahveyi Kavururlar' conveys the value of love with the line 'Kadınım aman saraylar kıymetlisi.'
- 3. In the song 'Çambaşı'na Çıktım (Gelin Havası),' the value of love is conveyed through the lyrics 'Mektup saldım yâre aman, mektup varmadı.'
- 4. The folk song 'Çemberimde Gül Oya' conveys the value of patience through the line 'Dertlere kariyorum, günleri saya saya.'
- 5. 'Beyaz Giyme' conveys the value of love with the line 'Gel beraber gezelim, muradımız tez olur.'
- 6. In the song 'Malatya,' the value of love is conveyed through the line 'Malatya bulunmaz eşin.'

7. 'Mihriban' conveys the value of love through the lyrics 'Sarı saçlarına deli gönlümü bağlamışam.'
8. 'Evlerinin Önü Yıldız Piyade' conveys the value of love through the line 'Ah kara gözlüm, şirin sözlüm.'
9. 'Şad Olup Gülemedim De' conveys the value of love through the lyrics 'Gitti yârim gurbet elden gelmedi.'
10. 'Huma Kuşu Yükseklerden Seslenir' conveys the value of love through the line 'Sen bağ ol ki ben bahçende gül olum.'
11. 'Şu Dalmadan Geçtin Mi?' conveys the value of love through the lyrics 'Yörükte Ali'yi sorarsan efelerin seçmesi.'
12. 'Seherde Bir Bağa Girdim' conveys the value of love through the line 'Yar ile تنها buluştum.'
13. 'Bahçe Duvarından Aştım' conveys the value of love through the lyrics 'Aşık oldum gülüm sana.'
14. 'Kara Üzüm Salkımı' conveys the value of love through the line 'Bir yol görem yüzünü hoppur hoppur Azimem.'
15. The song 'Ordunun Dereleri' conveys the value of patriotism through the lyrics 'Vermem seni ellere, Ordu üstüme aksa.'
16. 'Gesi Bağları' conveys the value of love through the line 'Kimseler yanmasın anam yansın derdime.'
17. 'Garip Bir Kuştı Gönlüm' conveys the value of love through the lyrics 'Gel gidelim bahçeye, sen gül topla ben seni.'
18. 'Ben Seni Sevdiğümü' conveys the value of love through the line 'Ben seni sevdiğümü da dünyalara bildirdim.'
19. 'Eziz Dostum Mennen Küsüp İncidi' conveys the value of friendship through the lyrics 'Eziz dostum mennen küsüp incidi.'
20. 'Ay Saçı Burma' conveys the value of love through the line 'Gel ay sevgilim, telli sazımsan.'
21. 'Davul Çalar' conveys the value of love through the lyrics 'Al olur bal olur Kıbrıs gelini.'
22. 'Sensen Menim Dilberim' conveys the value of love through the line 'Canımın nanesi beri gel, gözleri gül günümdür beri gel.'

In the examination of the 8th-grade music textbook, a total of 22 folk songs have been identified. Among these, 1 song has reflected the value of patience, 1 song has reflected patriotism, 1 song has reflected friendship, and 19 songs have reflected the value of love. Therefore, a total of four root values have been presented: patience, patriotism, friendship, and love. However, the values of self-control, justice, honesty, responsibility, respect, and altruism have not been observed.

## CONCLUSION

The results obtained from this study, aiming to examine the core values in the middle school music textbooks, are as follows: In the 2022-2023 academic year, it is observed that there are 55 folk songs in the middle school (5th, 6th, 7th, and 8th grades) music textbooks. When we examined the folk songs in the textbooks, it was observed that they were not evenly distributed according to the class levels. Generally looking at the folk songs in the 5th, 6th, 7th, and 8th-grade music textbooks, it is noted that there is a distribution of 10 songs, constituting 18.18% of the songs in the 5th-grade music book; an equal proportion of 10 songs, making up 18.18% of the 6th-grade music book; 13 songs, which account for 23.63% of the 7th-grade music book; and 22 songs, amounting to 40% of the 8th-grade music book. According to these percentages, it is observed that the highest number of songs, 40%, is in the 8th grade, while the least number of songs, 18.18%, is in the 5th and 6th grades. Based on these results, it is considered that the quantity of folk songs examined in music education in middle school programs is insufficient. There is a need to increase the repertoire of folk songs in the 5th, 6th, 7th, and 8th grade music classes, as they serve as one of the most important elements in conveying the values focused on in our study. Throughout history, the Turkish nation has expressed all kinds of love, joy, pain, plea, tolerance, and patriotism through folk songs. Folk songs have played a significant role as a cultural vehicle in transmitting these values to future generations.

Another point to emphasize in our study is that among the 55 folk songs examined, a total of five values have been identified, namely 'love', 'patience', 'helpfulness', 'patriotism', and 'friendship'. The distribution of identified values in folk songs according to class levels is as follows: The "5th Grade Music Textbook" contains three values: pa-

tience, love, and helpfulness; the "6th Grade Music Textbook" contains two values: love and patriotism; the "7th Grade Music Textbook" contains two values: love and patience; and the "8th Grade Music Textbook" contains four values: love, patriotism, friendship, and patience.

In the examined folk songs, the values of love, helpfulness, patriotism, patience, and friendship have been identified. Although values like honesty, self-discipline, justice, respect, and responsibility have not been explicitly mentioned, attempts have been made to indirectly convey responsibility and justice. For instance, a responsible student who cares about cleanliness is expected to possess self-discipline skills.

The identified values in this study are expected to play an important role in the lives of children. For instance, due to the trust that unity and togetherness bring to society, families with an educated and spiritually strong background stand stronger. Consequently, a child raised in a loving family acts as a bridge, carrying the values of the family from the past to the future. Furthermore, a significant portion of a child's time is spent at school. Therefore, this period is crucial for their personality and character development. Children who embrace values like 'friendship', 'love', 'helpfulness', and 'responsibility' adapt more easily to the school culture. These values instilled from an early age extend throughout an individual's life. The identified values in this study encompass national and humane values required by society. Hence, it is deemed appropriate to utilize folk songs that contain values such as 'love', 'patience', 'patriotism', 'helpfulness', and 'friendship' in values education.

### **RECOMMENDATIONS**

Based on the results obtained from the research, the following recommendations have been developed:

- Values education should hold a significant place in music education, similar to other subjects. Folk songs, which serve as a bridge in values education, should be taught to children in an enjoyable manner, enabling them to apply the learned values successfully in their social lives. It can be discussed that when values education used in music education is grounded in folk song learning, it becomes more permanently embedded in a child. (Activity Proposal)
- Considering music education and values education, the selection criteria for the folk songs taught in schools should be carefully considered due to their importance.

- Importance should be given to selecting folk songs that fit within students' vocal ranges to enable them to perform the school songs comfortably.
- Qualitative and quantitative assessments of the folk songs should be conducted according to different grades. In terms of quality, attention should be paid to selecting songs that are suitable for students in terms of content and subject matter. Additionally, selected songs should relate to sections in the music textbook, significant dates (official holidays and special occasions), and learning outcomes. More comprehensive discussions about the values intended to be conveyed in the songs should be provided with additional explanations and examples in the song sections of the book. Supporting the theme of the songs with folk tales, proverbs, or idioms related to the subject can be beneficial.
- Utilizing teaching methods that involve doing and showing should be emphasized in teaching folk songs. Activities with a drama content should be increased accordingly.
- The values foreseen in values education should either be enriched or better-aligned songs emphasizing those values should be included and performed more prominently.
- Within the scope of music lessons, a listening repertoire should be established in middle schools, and each folk song should be assigned an OR barcode number. Folk songs to be covered in class should be made easily accessible through interactive whiteboards or mobile devices by teachers.
- Ensuring that prospective music teachers graduate with the necessary knowledge and skills related to their field, as well as incorporating character and values education as a mandatory subject in programs.

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