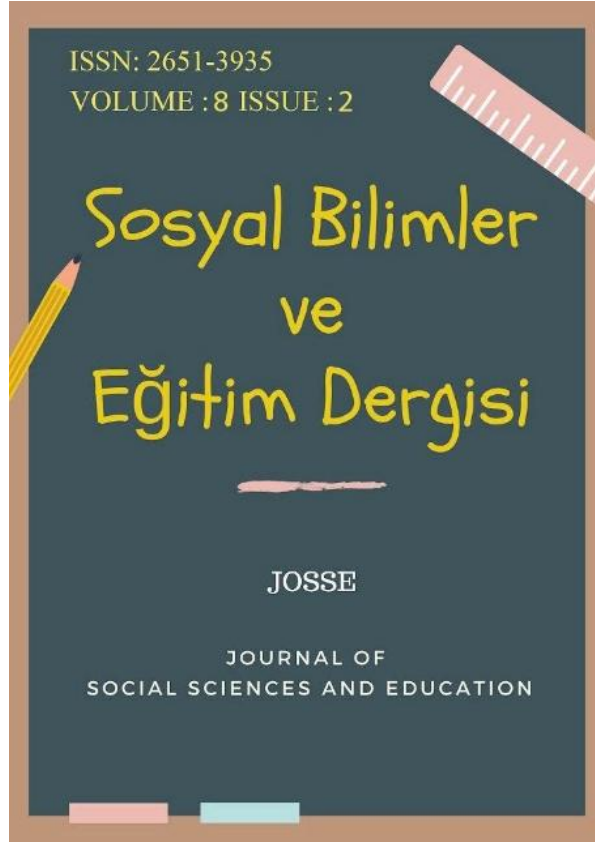


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Values Education of Gifted/Talented Students in Social Studies Class*

* *This study was created from a part of the first author's doctoral thesis.*

Sibel ÇAĞIR¹

Yıldız Technical University, Institute of Social Sciences, Department of Turkish and Social Sciences Education

PhD Student

cagirsibel@gmail.com.tr

Orcid ID: 0000-0002-8312-1152

Şahin ORUÇ²

Yıldız Technical University, Faculty of Education, Department of Social Studies Education

Prof. Dr.

sahinoruc@hotmail.com

Orcid ID: 0000-0001-8666-3654

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Values Education of Gifted/Talented Students in Social Studies Class*

SİBEL ÇAĞIR¹

Yıldız Technical University, Institute of Social Sciences, Department of Turkish and Social Sciences Education

Şahin ORUÇ²

Yıldız Technical University, Faculty of Education, Department of Social Studies Education

Abstract

Research Article

Values education is crucial in eliminating social distortions, and schools are making serious efforts to foster character development in students. While gifted individuals in society often come to mind with the potential to achieve success in every field, each gifted individual has different intelligence levels and developmental areas. It is crucial to provide gifted students with values education and examine the effects of this education in social studies classes. Within the scope of the 2023 Social Studies Curriculum at BİLSEM, the goal is to raise awareness among gifted students in the 5th and 6th grades regarding the values of "Aesthetics and Sensitivity to Cultural Heritage" in the 5th grade and "Cultural Heritage" in the 6th grade. This study aims to examine the extent to which gifted/specially gifted students acquire values such as aesthetics and sensitivity to cultural heritage in the 5th and 6th grade social studies classes. A part-time interview formula was conveyed with the data of the research. The research is a descriptive study in the screening model and was carried out with qualitative method. The study concluded that gifted students' perceptions of values have improved. Activities implemented in values education have a positive impact on the acquisition of values. The use of activities in the acquisition of values is recommended. Studies on values education can be conducted with gifted students who appear to have a high perception of values. In-depth research can be conducted using methods such as keeping a diary to document students' feelings and thoughts during the periods in which the activities were implemented.

Keywords: Social studies, gifted education, values education, aesthetics, sensitivity, cultural heritage.

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¹ Corresponding author:

PhD Student

cagirsibel@gmail.com.tr

Orcid ID:

Other Author:

² Prof. Dr.

sahinoruc@hotmail.com

Orcid ID:

Introduction

As we transition to modern life, the need for well-trained specialists in their fields is increasing. It is important to train specialists in different scientific disciplines in the areas necessary for the country's development. In order to build a developed nation, individuals who are trained and will be trained must be employed in areas where they can acquire the necessary knowledge, in line with their interests and talents. These individuals must be expected to reach the required level of knowledge. In this context, the use of gifted children with the potential for superior performance offers a significant advantage.

When we talk about gifted individuals, people tend to picture someone who makes great discoveries and is ahead of others in society in terms of knowledge. Initially, based on data obtained from intelligence tests, those with an IQ of 130 or above were defined as 'Gifted', while those with an IQ of 120 or above who excelled in artistic fields such as painting or music compared to their peers were defined as 'Highly Gifted' (Çağlar, 1972). However, over time, the term 'gifted' has become more widely used as it encompasses superior intelligence. This is because giftedness involves not only an IQ of 130 or above, but also characteristics such as above-average skill level, motivation, and task responsibility (Uzun, 2004).

Although most detailed studies on the education of gifted children date back to the early 20th century, it cannot be claimed that no work had been done in this field previously. The first major thinker to have an impact on the education of the gifted was Plato. In his work *The Republic*, he emphasised that the primary goal of the state should be to identify and educate gifted individuals who would shape the future. According to Plato, primary school is an institution that only educates warriors and artists; secondary and higher education are seen as places where philosophers will be educated (Enç, 2005). Plato divided individuals in society into the 'bronze class' (slaves, those in need of education), the 'bronze-like class' (craftsmen, merchants, and artists), the 'silver-like class' (warriors and elite artists), and the 'gold-like class' (future philosopher-rulers) (Bozkurt, 2007).

Although Plato's ideas remained theoretical for a long time, they influenced the development of the secondary school model established in post-Renaissance Europe. Today, in some European countries, the division of schools after the fourth grade into schools that prepare students for life or for higher education is based on Plato's views. It is stated that the Enderun system implemented by the Ottoman Empire was also based on this principle (Bencik, 2006).

In ancient Sparta, children taken at the age of seven were trained solely for war and combat; those with physical defects or those about whom there were doubts were not selected.

In Athens and Rome, children considered talented were taken into education. In China, during the Tang Dynasty in 618, talented children were given special education. In Japan, between 1604 and 1868, samurai children were taught subjects such as warfare, history, calligraphy, and martial arts (Davis and Rimm, 2004).

Institutions such as the Gulamhane (Palace School) of the Seljuk Empire served as an example for the devşirme system in the Ottoman Empire and trained important statesmen of the Seljuk Empire of Turkey. It is also stated that the highest-ranking members of the Seljuk Empire's army were selected in this way (Topçu, 2009).

The first scientific studies on the education of gifted children began in the 20th century. In particular, the research conducted by Sir Francis Galton and Lewis Terman in the United States (US) are among the first examples in this field. Galton reached generalizable conclusions by conducting historical research on the lives of 400 famous people.

The United States has experimented with various models in the field of gifted education since the 1870s, including acceleration groups, special group and school trials. However, the main development in this field occurred during the Cold War era, influenced by US-Russian competition. The belief that nations could prevail in this competition by utilizing the potential of gifted individuals led to a focus on the education of gifted individuals and contributed to the development of this field.

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The historical process of gifted student education in our country can be divided into two main periods. Before the Republic, the Enderun School, which was effectively used in the Ottoman Empire, played an important role. In the post-Republic period, efforts related to the education of gifted students have gradually developed from the proclamation of the Republic to the present day.

According to the guidelines of the Science and Art Centers (BİLSEM), established under the Ministry of National Education for the education of gifted individuals in our country, giftedness is defined as follows: “*Children/students who demonstrate a high level of performance compared to their peers in intelligence, creativity, art, leadership capacity, or specific academic fields, as determined by experts.*” (MEB, 2007). As seen in this definition, the concept of giftedness is a broader term that includes not only intelligence but also factors independent of intelligence. In general, giftedness is defined as a combination of above-average ability, creative thinking, and task responsibility (Gökdere and Çepni, 2003).

Throughout history, the concept of superior talent has taken on different meanings in society and has varied according to needs. If a society prioritizes warrior personalities, individuals who are the best at fighting and developing war strategies are considered to have superior talent; in a different period, hunting skills could also be an important quality. During the Ottoman period, the Enderun School was seen as the primary place for cultivating superior talents. Children educated here could take on high-level positions in state administration. In this period, being gifted was determined by observing physical and personality traits. The individuals who were trained there could be directed towards scientific fields such as mathematics, physics, chemistry, and medicine, as well as military and administrative fields. Although the concept of giftedness carries different meanings in the literature, it can be summarized as “*individuals who perform at a high level compared to their peers in terms of general or specific abilities.*”

Researchers, believing that gifted children possess characteristics that differ from other individuals, have conducted various studies on this subject and developed different classifications. Marker and Neilson (1996) stated that gifted individuals possess four basic characteristics: learning, memory-knowledge-understanding, problem solving, and reasoning. Çağlar (1972) evaluated the characteristics of gifted individuals under five categories: physical characteristics, mental characteristics, social characteristics, personality characteristics, and professional characteristics. Gökdere and Çepni (2003) summarize gifted children's characteristics under five subheadings: physical, mental, adulthood-related, personal, and social characteristics. The characteristics of gifted individuals can be summarized as follows: abstract thinking, reasoning, perseverance, regularity and sensitivity in observation, initiative, assertiveness, critical decision-making, and readiness to serve (Özoğlu, 2004).

Today, globalization and the accompanying advances in science and technology are bringing about changes in many areas, not only in Turkey but throughout the world (Günel and Pehlivan, 2015). While these developments contribute positively to individuals and,

consequently, to society, they also have negative effects (Balay, 2004). These negative aspects frequently appear in the world media and news (Aktel, 2001). Problems such as violence, abuse, peer bullying, oppression, and coercion cause various issues that harm people and their environment (Karaman, 2020).

In the increase of these negative effects experienced in societies, shortcomings in values education play a significant role (Polat, 2010). Values education is an area where children are taught not only academic knowledge but also social skills and problem-solving abilities (Yazıcı, 2006). For the formation of a regular and sustainable social structure, it is of great importance that individuals possess common values that are defined and accepted according to certain standards (Keskin, 2010). It is necessary to instill the values required to reduce problems experienced in society and for individuals to lead healthier lives (Topal, 2019). In this context, it can be said that values education provided to students in schools will contribute to building a better future for humanity by promoting peace, happiness, trust, positive relationships, and harmony in society (Gültekin, 2007).

One of the most important roles in teaching values and transmitting them to society belongs to schools. Another reason for teaching values in schools is to help students synthesize concepts of right and wrong, good and bad when the values taught at school conflict with values acquired from different sources such as family, social environment, peer learning, and media (Yıldırım et al., 2017). The teaching of values can be approached as a complex subject (Zümürtekin and Arslantaş, 2021). In this context, the main actors in values education are the family, the environment, the school, and the teacher. Values education begins in the family; parents are children's first teachers. This situation does not change when children reach school age. Children develop their own values and ideas about right and wrong before they start school or join their community. In values education, parents serve as role models for their children not only through their words but also through their behavior (Yorulmaz, 2017).

Schools play an important role not only in developing children's academic skills but also in shaping their values. When children start school, they spend a large part of their time there; therefore, the role of schools in the development of values cannot be denied. Research on the characteristics of schools that are advanced in both academic and values education is summarized by Genç and Barut (2019) as follows:

- Create a positive school climate around specific themes (character, respect, love, responsibility, honesty, etc.).
- Establish the principles necessary to support participation.
- Implement developmentally appropriate teaching models to prevent problems.

- Provide services that help students manage crises and conflicts.
- Provide systematic opportunities for widespread and positive development.

For values education to be implemented effectively, the school alone is not sufficient. Teachers are one of the most important actors in this process. Teachers are not only responsible for teaching the academic knowledge and skills required by the subject, but also for instilling values education in students. Students spend a large part of their time with their teachers and therefore accept them as role models. For this reason, the teacher's contribution to values education is realized by demonstrating these values through their own behavior. Another factor to consider in values education is the environment. Humans are social beings, and children begin to participate in society during the early stages of their development. During this process, they tend to develop an understanding of values based on society's expectations and perceptions of right and wrong. Therefore, the concepts mentioned above shape values education and cannot be considered independently of one another.

This research aims to observe the learning processes of gifted students in grades 5 and 6 at the Science and Arts Center (BİLSEM) regarding the topics of Culture and Heritage within the framework of the 2023 Social Studies Course Curriculum, in line with the objectives outlined above. Additionally, it will examine how students' perceptions of the values of “Sensitivity to Aesthetic and Cultural Heritage” and “Sensitivity to Cultural Heritage” are shaped as a result of working on these learning areas.

The research aims to observe the learning processes of gifted students in grades 5 and 6 studying at BİLSEM on the topics of Culture and Heritage within the framework of the 2023 Social Studies Teaching Programme. Furthermore, it aims to examine how students' perceptions of the values of ‘Sensitivity to Aesthetic and Cultural Heritage’ and ‘Sensitivity to Cultural Heritage’ are shaped as a result of working on these learning areas. The research question is: ‘What are the effects of values education on gifted/talented students in social studies lessons?’

Since the Republican era, our education system has been continuously improved through various initiatives. However, moving on to another initiative before one has fully yielded results has led to certain issues being neglected. One such neglected group is gifted students, who are often overlooked in the educational process. In recent years, values education has become increasingly important in addressing social imbalances. Work in this area shows that schools' efforts to instil values in students have become more qualitative. However, administrators of institutions that provide education for gifted students face difficulties in implementing the curriculum without taking these students' interests and abilities into account. Any work done in this area has the potential to increase the importance of gifted students.

Another point that makes our research important is the teaching of values to gifted students in social studies. In this context, it is critically important to determine whether gifted students, who are recognised in society as quick-thinking, quick-learning and quick-understanding individuals, will demonstrate the same success in acquiring values.

Limitations

The limitations considered in relation to the research conducted can be expressed as follows:

1. The research is limited to the 2024-2025 academic year.
2. The study group is limited to gifted students studying at the Istanbul Chamber of Commerce Science and Arts Centre in the Bahçelievler district of Istanbul, which is affiliated with the Ministry of National Education.
3. The research is limited to values education activities to be carried out in social studies lessons for 12 hours (4 weeks).
4. The values education activities are limited to the topics ‘Discussions on Art and Aesthetics’, ‘Recognising Art and Aesthetics’, ‘Discovering Ottoman Cultural Heritage Works’ and ‘Evaluating Ottoman Cultural Heritage Products with Comparative Skills’.
6. Assessment tools are limited to the student interview form.

The values included in the 2024 programme are: family unity, friendship, sensitivity, honesty, modesty, responsibility, aesthetics, cleanliness, patriotism, diligence, independence, respect, love, helpfulness, thrift, privacy, patience and healthy living.

Values related to learning areas for Year 5: diligence, love, responsibility, patriotism, helpfulness, sensitivity, aesthetics, cleanliness, patriotism, respect, justice, thrift, privacy, freedom.

Values related to learning areas for Year 6: Family unity, sensitivity, responsibility, patriotism, cleanliness, respect, love, justice, privacy, freedom, healthy living, diligence, honesty, patriotism.

Values Included in the Social Studies Teaching Programme

The Social Studies course is one of the richest areas in terms of values education due to its inclusion of various disciplines. This course offers a broad scope for values education in accordance with the general and specific objectives set by the Ministry of National Education (MEB, 2018). One of the traditional teaching approaches, ‘Social Studies as Citizenship

Transfer,' aims to transfer the necessary knowledge and values to individuals. Being aware of the rapid social and societal changes taking place today necessitates innovations in value education and teaching, especially in the field of Social Studies (Kan, 2010). The MEB revised the 2018 programme and prepared a new programme in 2023. The values included in this latest programme, which will be implemented from the 2024-2025 academic year onwards (MEB, 2023), are presented in Table 1.

Table 1

Values Present in the 2023 Social Studies Teaching Programme

Curriculum Values	Değerler	
2023 social studies course	1. Justice	10. Aesthetics
	2. Valuing family unity	11. Equality
	3. Independence	12. Freedom
	4. Peace	13. Respect
	5. Scientific approach	14. Love
	6. Diligence	15. Responsibility
	7. Solidarity	16. Thrift
	8. Sensitivity	17. Patriotism
	9. Honesty	18. Benevolence

The values outlined in the 2023 Social Studies Curriculum are instilled in students by educators through various values education approaches. These approaches include Value Suggestion, Value Analysis, Value Explanation, Moral Reasoning, Learning by Doing, and Learning by Observation (Yığittir and Kaymakçı, 2012).

In the 2023 Social Studies Teaching Programme, within the scope of the Culture and Heritage Learning Area, the value of “*Sensitivity to Aesthetics and Cultural Heritage*” is directly taught in the 5th grade, and the value of “*Sensitivity to Cultural Heritage*” is directly taught in the 6th grade (MEB, 2023).

In terms of instilling sensitivity towards cultural heritage, primary education is the most effective stage for cultural heritage education (Çulha Özbaş, 2012). During this period, children learn about the various characteristics of the society in which they live (Çulha Özbaş, 2012). Primary school pupils establish connections between the past and the present in order to understand aesthetic and cultural values. Thus, they acquire the foundations of Turkish culture, which changes and develops according to place and time (Açık, 2020).

Method

Model

This study, which examined the level of acquisition of "Aesthetics and Sensitivity to Cultural Heritage" values in the 5th and 6th grades and "Sensitivity to Cultural Heritage" values in the 6th grade within the framework of the 2023 Social Studies Curriculum at BİLSEM, employed a qualitative method. Data were obtained through a semi-structured interview form.

Research Group

The study group consisted of 22 gifted 5th and 6th grade students studying at the Istanbul Chamber of Commerce Science and Art Center in the Bahçelievler district. This group was selected using a purposive sampling method. The researcher planned to achieve the target by using the appropriate sampling method and using the appropriate sampling method to select the appropriate group. The study group was selected from BİLSEM to provide a more comfortable study environment due to its easy accessibility and to obtain qualitative observation data. The distribution of demographic characteristics of the students in the study group is presented in Table 12 below.

Table 2

Students' Demographic Information

Variables	Category	Gifted Student	
		Number (n)	Percentage (%)
Gender	Female	12	54,5
	Male	10	45,5
Age	11 Age	16	72,7
	12 Age	6	27,3
Number of siblings	Only Child (No Siblings)	3	13,6
	1	2	9,1
	2	12	54,5
	3	5	22,7
Home library	Yes	22	100,0
	No	0	0,0
Number of books at home	100-500	7	31,8
	501-900	6	27,3
	901-1300	8	36,4
	1301 and above	1	4,5

According to Table 13, 54.5% (n=12) of the gifted students participating in the study were female, while 45.5% (n=10) were male. Looking at the age distribution, 72.7% of the students (n=16) were 11 years old, while 27.3% (n=6) were 12 years old. Regarding the number of siblings, 54.5% (n=12) stated that they had two siblings. The proportion of students who have a library at home was found to be 100% (n=22). Regarding the distribution of the number of books at home, 36.4% of students (n=8) stated that they have between 901 and 1300 books.

Data Collection Method

An educational programme has been planned as the data collection method for this research. This programme includes the activity ‘Values Education for Gifted Students in Social Studies Lessons’, which will be carried out over a period of one month. Ethical committee approval for the activity has been obtained from the YTÜ Ethics Committee and is presented in Appendix 1. In addition, the necessary permissions have been obtained from the Istanbul Chamber of Commerce Science and Arts Centre and the Istanbul Provincial Directorate of National Education to carry out the application.

To this end, Values Education was carried out for gifted students in grades 5 and 6 in Social Studies.

For qualitative data, a demographic information form, a student interview form were preferred.

Data Collection Tools

Within the scope of the research, the ‘Demographic Information Form ‘Student Interview Form techniques were preferred for collecting quantitative data. The ‘Semi-Structured Interview Form’ was used to collect data during the interviews. The purpose of this form is to obtain in-depth information from the interviewees (Büyüköztürk et al., 2008). After being prepared by the researcher, the semi-structured interview form was reviewed by experts, and the final version of the data collection tool was applied to the study group based on the feedback received.

Demographic Information Form

This form has been prepared by the authors of the study, based on scientific literature, to gather information about the general demographic characteristics of gifted students. The form asks questions about topics such as the students' gender, age, and the level of education they are receiving.

Semi-Structured Interview Form

In the qualitative part of the research, data was collected using a semi-structured interview form consisting of 11 open-ended questions. Various criteria were applied to ensure the validity of this form; one of these was participant confirmation. The students' views were confirmed and their selection was based on voluntariness. In order to ensure the voluntary participation of participants in the research, the importance of the research and the contributions they would make were explained.

It has been stated that participants' names will be kept confidential to ensure that they provide sincere and realistic answers to the questions. Voluntariness is an important element in terms of the validity and reliability of the research. Furthermore, detailed reporting of the collected data and the researcher's explanation of how the results were reached are among the critical criteria for validity in qualitative research (Yıldırım and Şimşek, 2016).

Submitting the interview form to expert opinions is another factor that enhances the reliability of the research. To this end, the opinions of academics working at YTÜ Faculty of Education and a Social Studies teacher working at the Science and Arts Centre were obtained. Another criterion supporting reliability is the direct presentation of participants' opinions in the findings section; therefore, the students' opinions have been presented verbatim. Care was taken to ensure that the questions were clear and straightforward at a level that participants could understand, avoiding complex expressions. Thus, efforts were made to prevent the validity and reliability of the collected data from being negatively affected (Yıldırım and Şimşek, 2016).

Values Education Semi-Structured Interview Form

1. What comes to mind when you think of aesthetics? What do you want to say?
2. What are works of art? Why are they considered works of art in your opinion?
3. What is your understanding/perception of the concept of cultural heritage?
4. What needs to be done to preserve cultural heritage and works of art? What are your recommendations?
5. Can you give examples of works of cultural heritage?
6. Can you give examples of works of art?
7. Does every work of art possess aesthetic qualities? How?
8. Does aesthetics enhance a work of art? How?
9. What do you think is the importance of cultural heritage products for our society?
10. How can we recognize the aesthetic value in cultural works?

11. What is the difference between art and aesthetics, and what is not?

Data Collection Process

A 12-hour (4-week) training program was planned for gifted students studying at the Istanbul Chamber of Commerce Science and Art Center in the Bahçelievler district of Istanbul, affiliated with the Ministry of National Education, to include values education activities in social studies classes. The training plan is shown in Table 3.

Table 3

Values Education Activities in Social Studies Class

Week	Event Name	Event Duration	Event Date
Introduction/Pre-test	Information about the event	60 minutes (2 hours)	25.03.2025
1	Discussions on Art and Aesthetics	180 minutes (3 hours)	01.04.2025
2	Recognising Art and Aesthetics	180 minutes ((3 hours)	08.04.2025
3	Discovering Ottoman Cultural Heritage Works	180 minutes ((3 hours)	15.04.2025
4	Evaluating Ottoman Cultural Heritage Products Using Comparative Skills	180 minutes ((3 hours)	22.04.2025
Final Test	Interview form application	180 minutes (3 hours)	29.04.2025

Data Analysis

The data obtained from the semi-structured interview form was analyzed using descriptive analysis. This method enables the analysis, interpretation, and interpretation of data within the framework of predetermined themes (Yıldırım & Şimşek, 2016). As a result of the analysis, the data were collected under codes, categories, and themes. During the descriptive analysis, the values of "Aesthetics and Sensitivity to Cultural Heritage" in the 5th grade and "Sensitivity to Cultural Heritage" in the 6th grade were taken into account within the scope of the Culture and Heritage Learning Area in the 2023 Social Studies Course Curriculum. The main dimensions of these skills were used to create categories in the qualitative data analysis, and the sub-dimensions helped create codes. In the data analysis, students were coded from K1 to K12 and E1-E10.

Validity and Reliability of Data

Data obtained from 22 students using the descriptive analysis technique by two researchers were evaluated. The purpose of descriptive analysis is to organise, interpret, and

present to the reader the data collected through interviews and observations (Baltacı, 2019). The collected data were summarised and interpreted according to predetermined themes (Gültekin et al., 2014). The data were first examined separately by two researchers. In the second stage, specific codes were created by extracting meanings from the raw data obtained from the teacher candidates for each question in line with the purpose of the study, and these codes were marked on the text. The coded data were classified according to their similarities and differences, and the relevant codes were grouped under themes and interpreted (Creswell, 2017). The coding process was carried out independently by two researchers; subsequently, consensus was reached by identifying segments with similar meanings. The reliability formula proposed by Miles and Huberman (1994) was used as follows: ‘Reliability = ((Consensus)/(Consensus + Disagreement)) × 100’. The average inter-coder reliability value was calculated as 90.9%. The fact that the result obtained is above .70 indicates that the interview form is reliable (Miles and Huberman, 1994).

Ethical Committee Approval

For the research data, it was decided that no unethical findings were found regarding the data collection tools and methods that could be used in the study and studies, with the Meeting Decision No. 2024.10 of the Yıldız Technical University Social Sciences Research Ethics Board dated 31.10.2024.

Findings

Eleven main themes were identified from the data revealed by 5th and 6th grade students studying at BİLSEM, where values were periodically taught in social studies courses, including art, aesthetics, and cultural heritage. The themes were theoretically semi-structured. Direct quotes were used to support the data within each theme and interpreted in relation to relevant published literature. The identified themes are presented in the table below.

Table 4

Categorization of Interview Form Data

Main Themes	Main Themes
The Meaning of Aesthetics	K2, K6, K10, E3, E5, E7, E9
Definition and Characteristics of a Work of Art	K1, K2, K5, K6, K10, K12, E3, E5, E6, E6, E8, E10
Cultural Heritage	K1, K2, K3, K6, K8, E1, E2, E3, E8, E9

Protection of Cultural Heritage and Artworks	K1, K2, K5, K6, K7, K8, K10, K12, E1, E2, E3, E5, E6, E9, E10
Cultural Heritage Works	K1, K2, K5, K6, K7, K8, K10, K11, K12, E2, E3, E6, E7, E10
Examples of Artworks	K1, K2, K4, K6, K7, K9, K10, K11, K12, E1, E2, E3, E6, E7, E10
Aesthetic Features in Artworks	K1, K2, K3, K4, K6, K8, K10, K12, E2, E6, E7, E9
Aesthetics Beautify The Work of Art	K2, K3, K6, K7, K8, K10, K12, E1, E2, E4, E5, E6, E9
Social Importance of Cultural Heritage	K1, K2, K3, K4, K12, E2, E3, E4, E5, E6, E7, E8, E9, E10
Aesthetic Value in Cultural Artifacts	K2, K3, K6, K8, K9, K10, E4, E5, E6, E7, E8, E9
Aesthetic and Non-Aesthetic	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10

1. What comes to mind when you think of aesthetics? What do you want to say?

Findings Regarding the Question

Their responses were based on the theme "The Meaning of Aesthetics." They explained that art and aesthetics evoke visual beauty, a work requiring effort and effort, a formal endeavor valued, a work of art that evokes positive emotions, a meticulously pleasing appearance, and a flawlessly perfect work requiring skill and time to create. It can be argued that the concept of aesthetics evokes positive emotions in students. The answers of some participants (K2, K6, K10, E3, E5, E7, E9) are given below.

K2: Aesthetic is the appearance of a work of art. Achieving aesthetics requires time, effort, and care

K6: It is an art that is important, formal, requires effort, time and effort.

K10: Pretty, well-made objects that are well-cared for and look good on the eye. Caring, Barbie

E3: Careful attention has been paid to it, effort has been expended, beautiful, looks good, sounds good.

E5: Aesthetics shows the quality and beauty of a work.

E7: Perfect, excellent.

E9: Anything that requires care, skill, time, and effort.

2. What are works of art? Why are they considered works of art in your opinion?

Findings Regarding the Question

Their responses were based on the theme "Definition and Characteristics of a Work of Art." Participants defined works of art as tangible products, visible, original, unique, flawless, and colorful. They explained that something is made to be beautiful, reflecting the characteristics of the artist and society in its creation. They explained that works of art are defined by their visual beauty, by things that are cared for and valued, and by engaging things

like paintings and music that evoke positive emotions. Participants were observed to use positive and similar expressions about works of art. Responses from some participants (K1, K2, K5, K6, K10, K12, E3, E5, E6, E6, E8, E10) are listed below.

K1: Works of art are things like paintings and music that are made with effort. In my opinion, works of art are all things made with careful time, effort, and thought before making them.

K2: In my opinion, works of art are meticulously crafted, human-made works. We should not be sloppy when creating works of art, but rather invest time in them.

K5: I think works of art are everything we see. Because everything created and created around us has been carefully crafted.

K6: Works made with art (painting, music, etc.) are structures. Because art is something that requires effort, time, and care.

K10: A picture drawn, a piece of music played, or a sport. Because branches like painting and music are also arts. Everything we do related to these is a work of art.

K12: A work of art means that effort and effort have been put into it. In my opinion, the fact that effort and effort have been put into something means it has the characteristics of a work of art.

E3: I think paintings, tiles, and music are all works of art. Because no time has been invested in them, no care or effort has been invested in them.

E4: Works of art vary depending on style and approach. Sculptures and paintings become works of art depending on approach.

E5: They are works of art that require careful attention and effort in their creation. They are art because they contribute something to society. They are art because they belong to a branch of art like music, painting, and theater.

E6: A work of art is a beautiful version of something. I think even playing football beautifully is art. Theater, drama, and dancing are all art forms.

E8: Changing, beautifying, and personalizing something makes it a work of art. Things that are human heritage are works of art.

E10: In my opinion, a work of art is everything that has been carefully crafted. It is a work of art because it attracts attention, is beautiful, and attractive. It is understood that time has been invested in something.

3. What is your understanding/perception of the concept of cultural heritage?

Findings Regarding the Question

The answers were given under the theme "Cultural Heritage." Students defined the concept of cultural heritage using expressions such as artifacts from the past that need to be protected, artifacts made for the country and homeland, aesthetic artifacts, unique and beautiful artifacts, and artifacts that provide information about our past. It was observed that the concept of cultural heritage evoked concepts such as the past, history, homeland, and nation. It can be said that the students defined cultural heritage artifacts and aesthetics with similar expressions. It can be said that they were aware of the importance of cultural heritage and knew that there were artifacts that needed to be protected. The answers of some participants, K1, K2, K3, K6, K8, E1, E2, E3, E8, and E9, are given below.

K1: Cultural heritage is what has survived from our country's past, that is, what has been passed down to us from our ancestors.

K2: In my opinion, cultural heritage is what has survived from ancient times and has remained valuable (historical value) to our time.

K3: It is the historical artifacts or practices inherited from past generations that we must protect. Hagia Sophia Mosque, Yellow Scarf, Süleymaniye Mosque, Dolmabahçe Palace, Göbekli Tepe.

K6: Cultural heritage is known as "Anatolian Culture" in our country. Cultural heritage includes the works, architectural structures, folk songs, lullabies, and clothing that people have created for their country and homeland.

K8: When I say cultural heritage, I think of things created by people who lived in our country or things that naturally occur and have been inherited.

K10: It's a legacy from the past, unique, valuable, priceless, and most importantly, unique to our homeland and culture.

K12: To me, Cultural Heritage feels like labor. I perceive it as a trust and inheritance.

E1: Cultural Heritage is historical artifacts and community music that are meticulously crafted or valuable.

E2: Vases, tiles, clay, mosques, halay (traditional Turkish folk dance), songs, local costumes, paintings. Even our currency is a cultural heritage.

E3: I believe cultural heritage even influences the existence of a country. It forms the culture of that country.

E8: Artifacts that are unique to a state or nation, that reflect the characteristics of that state and nation.

E9: Artifacts that reflect the history of the past. Zeugma

4. What needs to be done to preserve cultural heritage and works of art? What are your recommendations? Findings Regarding the Question

Their responses were based on the theme "Protection of Cultural Heritage and Artworks." It can be said that the students were aware of the importance of cultural heritage works and that they were works that needed to be protected. They stated that security measures should be taken to protect the works, public awareness should be raised, they should be kept clean, and they should be passed on to future generations. The responses of some participants, K1, K2, K5, K6, K7, K8, K10, K12, E1, E2, E3, E5, E6, E9, and E10, are listed below.

K1: Many things need to be done. For example, we must not let our cultural heritage be forgotten. In other words, we must pass it on from mouth to mouth.

K2: To protect our cultural heritage and works of art, we must not leave them where we find them but report them to authorized institutions or museums.

K5: We need to raise public awareness. They need to be placed under special protection and security.

K6: Artworks should be stored privately, and if they are thought to be unprotected or unprotected, they should be reported to UNESCO.

K7: Museums can be opened and record musical works. Guards can be assigned to protect historical sites and prevent damage.

K8: They can be enclosed in glass to protect them. They can be kept in closed rooms and exhibited only digitally.

K10: We must protect them. We must warn those who harm them. Or those who harm them should be punished. Or there should be protection, as in museums.

K12: For example, institutions could be established for this purpose, and children could be trained and assigned to do so.

E1: If it is a small work, it should be stored in special, unbreakable, fireproof glass containers. If it is large, it should be secured.

E2: To protect cultural heritage and works of art, we must develop young people's respect, awareness, and intelligence so that they can protect our cultural heritage in the future.

E3: Artworks should be protected from both natural disasters and those who could harm them. There should be a security system.

E5: We should establish institutions and organizations. We should explain the importance of protecting children as well.

E6: Works of art reflect our culture. Protecting works of art means protecting our culture. Protecting our culture means protecting our homeland. E8: We must explain its value and importance to everyone, value it, and protect it as a whole society.

E9: We must raise public awareness and ensure that everyone understands the importance of cultural artifacts and protects them.

E10: They should be stored specially, handled with sensitivity, and harmful things should not be done.

5. Can you give examples of works of cultural heritage? Findings Regarding the Question

Many different examples were given, such as the Obelisk, mosques, Hagia Sophia, Hacivat Karagöz, rugs, Atatürk's works, the Republic, the Spoonmaker's Diamond, tiles, paintings, the Ancient City of Ephesus, Çatalhöyük, historical buildings, etc. The students gave examples from both their immediate surroundings and those farther away. Famous works were also given as examples by the students. It could be said that the students also included examples that fit their aesthetic perspective and were beautiful. Local handmade works that are important to our society were also among the examples. The answers of some participants K1, K2, K5, K6, K7, K8, K10, K11, K12, E2, E3, E6, E7, and E10 are listed below.

K1: Hacivat and Karagöz, our rugs, dances, games...

K2: We can give examples of our cultural heritage as mosques, our Obelisk lullabies, and our folk songs.

K5: Hagia Sophia Mosque, Ephesus Ancient City, Çatalhöyük

K6: Our rugs, lullabies, shalwars, folk songs, food, vases, and our crafts.

K7: Hagia Sophia Mosque, carpets, horon, halay, laments, etc.

K8: Carpets, Atatürk's works, the Republic, the Spoonmaker's diamond, the National Anthem, natural beauties, folk dances, traditional clothing.

K10: Tiles, vases, necklaces, pottery, armor, clocks, plates, carpets, ornaments, clothing, lullabies, shalwars, cups, paintings, prints, and folk songs.

K11: Hagia Sophia Mosque, Galata Tower, horon, lament

K12: Our traditions and customs, carpets and rugs, songs and folk songs

E2: Books, vases, rugs, our food, clothes, tiles, dances, songs and games.

E3: Mosques, folk songs, poems, architectural structures, lullabies, etc.

E6: Our historical buildings, such as the Selimiye Mosque, are our cultural heritage.

E7: Our food, clothing, folk songs, handicrafts, and handmade products.

E8: Mosques, palaces, and museums.

E9: Rugs, tiles, vases, paintings, cups, shalwars, folk songs, lullabies, stories, carpets.

In short, everything that is a work of art is cultural heritage.

6. Can you give examples of works of art? Findings Regarding the Question

The answers were given under the theme "Examples of Artworks." They gave examples of works that they considered to have high aesthetic value, such as the Mona Lisa, Woman with an Earring, and the Spoonmaker's Diamond. Tiles: Students generally gave paintings, ceramic structures, and mosaics as examples of works of art. The answers of some participants K1, K2, K5, K1, K2, K4, K6, K7, K9, K10, K11, K12, E1, E2, E3, E6, E7, and E10 are given below.

K1: Mona Lisa, Woman with an Earring, Tiles

K2: Examples of works of art include paintings and folk songs, such as the Mona Lisa.

K4: Eiffel Tower, Leaning Tower of Pisa, The Tortoise Trainer, Mona Lisa Painting

K6: Tile-making, marbling, choir, rap, folk songs, lullabies, carving, claywork

K7: Tiles, lace, mosaic, music, Orkhon Inscriptions etc.

K9: Musical pieces, paintings, Mona Lisa etc.

K10: Any piece of music made by an artist. For example, "I'm on a Long, Narrow Road," a rug, or a painting by an artist, the Mona Lisa.

K11: Girl with a Pearl Earring, The Spoonmaker's Diamond.

K12: Anything that requires effort and effort, such as paintings.

E1: Mona Lisa, The Little Prince, and Books

E2: Paintings, Mona Lisa stone structures, ceramics, pictures, canvases are works of art.

E3: Paintings, music, tiles, rugs, and vases can all be examples.

E6: Selimiye Mosque, some marbling. These are works that interest us and find beautiful.

E7: Girl with a Pearl Earring, Mona Lisa, Eiffel Tower, Spoonmaker's Diamond,

K10: All of our cultural heritage is already a work of art.

7. Does every work of art possess aesthetic qualities? How? Findings Regarding the Question

Their responses were presented under the theme "Aesthetic Features in Artworks." While students stated that a work of art is considered a work of art because it has aesthetic value, some students stated that a painting made without time, such as a doodle, or works that

they consider unattractive are presented as works of art even though they lack aesthetic value. The responses of some participants, K1, K2, K3, K4, K6, K8, K10, K12, E2, E6, E7 and E10, are provided below.

K1: I think so. Because something that lacks aesthetic value cannot be a work of art.

K2: Every work of art has aesthetic value. Because if a work of art lacks aesthetic value, it cannot be considered a work of art.

K3: I don't think so. Paintings that are more beautiful and use the necessary paint are more pleasing to the eye than paintings made of scattered paint.

K4: No, because a scribble can be a work of art, but it doesn't require as much effort as the Mona Lisa.

K6: No, it doesn't. Because there are also works of art that lack aesthetic value. Art that is created solely by scattering paint and doodling can exist.

K8: Yes, it does, because everything has its own unique aesthetic.

K10: No, it doesn't. Because some artists pay great attention to their paintings, music, in short, everything artistic they do. But some don't pay any attention at all.

K12: No. Because while aesthetics are beautiful, in my opinion, there are also works of art that don't bother trying to make themselves look more beautiful, but rather try to look natural.

E2: No. Not every work of art has aesthetic value. Because not every work of art has the same pattern, shape, form, beauty, and perfection. Aesthetic value and meaning are passed down from generation to generation.

E6: It doesn't. Because aesthetics must be done without disrupting naturalness. However, if it disrupts beauty and naturalness, it's not aesthetic. For example, the skyscrapers in Dubai disrupt naturalness. It's not a work of art.

E7: Every work of art has aesthetic value. Because it's created with aesthetic qualities. Time and effort are invested.

E10: I think it does. Art requires care, skill, and time. These are the things that come to mind when I think of aesthetics.

8. Does aesthetics beautify a work of art? How?

Their answers were given under the theme "Aesthetics Beautify the Work of Art." Students stated that aesthetics are an integral part of a work of art, and that it must be aesthetically pleasing for it to be considered a work of art. One participant stated that what

makes a work of art beautiful is the effort and work put into it. The answers of some participants, K2, K3, K6, K7, K8, K10, K12, E1, E2, E4, E5, E6 and E9, are listed below.

K2: Aesthetics beautify a work of art. Because aesthetics are related to appearance, and the more beautiful the appearance, the more beautiful the work of art.

K3: Yes. I think doing what we do with aesthetics is art.

K6: Yes, it beautifies. Because aesthetics requires care, effort, effort, and importance. Things that require care, effort, effort, and importance become beautiful.

K7: Yes. Because with aesthetics, the work becomes more beautiful and pleasing to the eye.

K8: Yes, it beautifies. Because if something has an aesthetic purpose, it becomes beautiful.

K10: Yes. Because when we say aesthetics, we think of creating something that is pleasing to the eye, beautiful, and meticulous. Therefore, aesthetics beautifies art. But of course, this varies from person to person.

K12: No. Because what makes a work of art beautiful is the effort and work put into it.

E1: Yes. Because if the artist wants an aesthetic look in a work of art, they show care.

E2: Yes. There's a big difference between an aesthetic work of art and one that isn't. An aesthetic work is the work of an artist.

E4: Yes. Aesthetics is about detail. It makes it more beautiful because it adds more detail.

E5: It makes it more beautiful in part. It makes it more attractive. But even if a work of art isn't aesthetic, it's beautiful because the effort put into it.

E6: Aesthetics make art more beautiful. Because aesthetics is an effort to make it more beautiful.

E9: I think it makes it beautiful. If a work is carefully crafted, if time and effort are invested, and if there is skill, it becomes more beautiful.

9. What do you think is the importance of cultural heritage products for our society? Findings Regarding the Question

Their responses were given under the theme "Social Importance of Cultural Heritage." Students stated that cultural heritage is important for the future of society and the existence of nations, is important for attracting tourists to our country, and reflects our country, homeland, and national culture. They stated that cultural heritage is the core identity of societies and nations. It can be said that the students are aware of the importance of cultural heritage. The

responses of some participants (K1, K2, K3, K4, K12, E2, E3, E4, E5, E6, E7, E8, E9, and E10) are provided below.

K1: It's important. A country without cultural heritage wouldn't have any beauty. That's why it's important.

K2: Our cultural heritage is important. Because if we don't have cultural heritage, this nation, this community, will have no significance.

K3: Cultural heritage forms the identity and identity of a society. A society's past, customs, traditions, and perspective determine its future.

K4: If cultural artifacts are preserved, a nation's past will also be preserved.

K12: I think it's very important. Because it has become a tradition for years.

E2: I think our cultural heritage is important. Because other countries recognize us based on our cultural heritage. Tourists form an opinion about us by looking at our cultural heritage and artwork.

E3: Cultural heritage represents our country, our homeland. Even our flag is a cultural heritage.

E4: We know that there are important and unique works that reflect society, and everyone ensures their personal preservation.

E5: They provide us with a wealth of information about our past, culture, and past lives.

E6: Without cultural heritage, there would be no culture. Without culture, societies would disappear.

E7: Their importance to society increases people's cultural knowledge and enables them to learn about their own past.

E8: They make our country special and valuable. They attract tourists. They protect the existence of our homeland and nation in the years to come. They become famous works that will represent our country.

E9: We are fortunate because they come from history, are preserved despite their age, and provide information about our ancestors and societies that we have not seen before. They give us an idea of our country from the past, and because these works have been left to us.

K10: We see the riches of our country and see the artifacts and values of the past.

10. How can we recognize the aesthetic value in cultural works? Findings Regarding the Question

Their responses were based on the theme "Aesthetic Value in Cultural Artifacts." Students stated that they can appreciate the aesthetics of cultural heritage artifacts. They stated

that the artifact can be recognized through visual appeal, appealing to the eye, originality, the effort and dedication invested in its appearance, and the details and artistic forms. The responses of some participants (K2, K3, K6, K8, K9, K10, E4, E5, E6, E7, E8, and E9) are listed below.

K2: If we like the work and find it beautiful, it means it has a beautiful aesthetic.

K3: My example is this: If the columns erected at Göbekli Tepe were straight, merely rectangular, people might not be so interested in it today. Yes, their purpose may be different, but their appearance adds a refined aesthetic. If this is considered non-aesthetic, its meaning might be diminished.

K6: If you see that care, effort, and effort went into a work, it's aesthetic.

K8: If I like it, if I like it, if I think it's beautiful, I say it has aesthetics.

K9: From the details, the form, etc.

K10: If a work has been carefully crafted, if it's pleasing to the eye, then aesthetics can be understood.

E4: We can tell by looking at the details. Is it detailed or superficial? We look at these and make relative judgments.

E5: A cultural work may not be aesthetically pleasing. However, it can be recognized because it is aesthetic and has cultural significance.

E6: I show the work to someone else and get their opinion. If, like my notes, they think it's beautiful, exciting, and unique, and they say it's aesthetic, then it's proven. We should respect the opinions of others about works of art.

E7: Aesthetics are those that require effort and hard work. It's aesthetics that evokes positive emotions when viewed.

E8: We consider whether it's beautiful, whether it's a product that required effort and hard work, whether it's unique and one-of-a-kind, and whether it evokes a sense of beauty or positive thoughts in everyone. We then list its aesthetic qualities.

E9: We examine and comment on its physical features to determine whether it has aesthetic value.

11. What is the difference between art and aesthetics, and what is not? Findings Regarding the Question

The answers were given under the theme "Aesthetic and Non-Aesthetic." The students stated that the difference between art and aesthetics and non-artistic and unaesthetic is appearance. They stated that products of aesthetics and art are those that are admired, interesting, and unique, and that require effort for their beauty. However, they stated that those

that can be reproduced, have a primary purpose, or have other purposes are not considered art and aesthetics. The answers of some participants, K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, E1, E2, E3, E4, E5, E6, E7, E8, E9, and E10, are given below.

K1: While art and aesthetics are valued, time, and attention are paid to them, non-art and non-aesthetic things are not valued, time is not allocated, and attention is not paid.

K2: Time is spent on works of art, but not much time is spent on non-aesthetic works.

K3: I think art and aesthetics have a significant place in our lives. They provide us with different perspectives. They add beauty and color to our lives. If you were presented with something plain or blank or something with colorful drawings, you would probably choose the latter.

K4: More effort is put into aesthetics and it looks more beautiful.

K5: It is something meticulous. For example, here are some artistic and non-aesthetic drawings.

K6: Aesthetic art requires importance, care, effort, and time. Non-aesthetic art does not require effort, care, effort, or talent.

K7: One looks beautiful and attracts attention. The other does not strive to attract attention or look pleasing to the eye. Therefore, it does not attract attention.

K8: Aesthetic things are beautiful. They look beautiful. Non-aesthetic things are just objects. We don't care if it is beautiful or not.

K9: Art and aesthetics are beautiful. They are made with the artist's soul. There's nothing wrong with the appearance of something that isn't art or aesthetic. But it lacks a soul. It doesn't carry the artist's soul.

K10: The difference is this: Something with art and aesthetics is pleasant, meticulous, beautiful, and original. However, something without art and aesthetics appears bad, careless, unoriginal, and lacking aesthetic value.

K11: One is beautiful. There's no concern for beauty in the other. (He gives an example by drawing a picture.)

K12: The difference is this: one requires effort and time, the other is random, without effort or time.

E1: While time is spent on one to make it beautiful, the other is spent not for beauty, but to create an object.

E2: Art is flawless, beautiful, and carries historical and cultural characteristics. Non-art does not reflect culture and the past.

E3: Art is beautiful and is appreciated. Non-art is not considered for beauty or appreciation. The focus is on whether the product is useful or reproducible.

E4: Aesthetics are artificial. They are made. Others can be natural and spontaneous.

E5: Art is made with care. However, if aesthetics are desired, then art also possesses aesthetic qualities. However, sometimes, even if I don't like some works, even if they don't seem aesthetically pleasing, they can still be works of art.

E6: There is aesthetics in someone; it's obvious that they were made, that effort was spent, and that effort was expended. Art is important, valuable, and we don't want to lose it. We can't recreate the same. What isn't art is natural. It's factory products and things from our daily lives.

E7: In a work of art, there's thought, the artist's style, cultural influence, and it reflects the characteristics of the nation in which it was born. Utilities are desired over beauty, not beauty.

E8: In art, effort is expended to be artistic. It's a non-artistic production; it's countless and reproducible.

E9: We can tell by examining it and seeing how appealing it is to the eye. A plain spoon is not a work of art. However, if effort, time, and effort were invested in its production to make it unique and visually appealing, it becomes a work of art.

E10: One requires time, the other doesn't. One requires effort to be beautiful, the other doesn't. One is attractive, the other goes unnoticed. One gets likes, the unaesthetic doesn't.

Result and Discussion

This study aimed to determine the levels of value acquisition of 5th and 6th grade students studying at BİLSEMs, where values such as art, aesthetics, and cultural heritage are periodically taught in social studies classes. Lessons were conducted in which students were given activities for value education. As a result of the lessons and activities, an 11-question semi-structured interview form was used to reveal the levels of values acquisition that students were trying to acquire.

Students' responses to the question, "What comes to mind when you think of aesthetics? What do you want to say?" indicated that art and aesthetics conjure up images of apparent beauty, a work requiring effort and work, a formal endeavor valued, a work of art for which time and effort were invested, a work that evokes pleasant feelings when viewed, a work of art

that is meticulously pleasing, and a flawlessly perfect work requiring skill. It can be said that the concept of aesthetics evokes positive emotions in students.

Students responded to the question, "What are works of art? Why do you think they are works of art?" They defined works of art as tangible products, visible, original, unique, flawless, and colorful. They explained that something is made to be beautiful, reflecting the characteristics of the artist and society in its creation. They explained that works of art are defined by their visual beauty, by things that are cared for and valued, and by engaging things like paintings and music that evoke positive emotions. Participants were observed to use positive and similar expressions regarding works of art.

Students responded to the question, "What do you understand/perceive about the concept of cultural heritage?" Students defined the concept with terms such as artifacts from the past that deserve protection, artifacts made for the country and homeland, aesthetic artifacts, unique and beautiful artifacts, and artifacts that provide information about our past. The concept of cultural heritage was found to evoke concepts such as the past, history, homeland, and nation. It can be said that students defined cultural heritage artifacts and aesthetics in similar terms. It can be said that they are aware of the importance of cultural heritage and are aware that there are artifacts that need to be protected.

The students' responses to the question, "What needs to be done to protect cultural heritage and works of art? What are your suggestions?" suggest that they are aware of the importance of cultural heritage works and that they are works that need to be protected. They stated that preservation requires security measures, public awareness, cleanliness, and that these works are works that need to be passed on to future generations.

When asked, "Can you give examples of cultural heritage works?", students were given examples of works from various sources, including the Obelisk, mosques, Hagia Sophia, Hacivat Karagöz, kilims, Atatürk's works, the Republic, the Spoonmaker's Diamond, tiles, paintings, the ancient city of Ephesus, Çatalhöyük, historical buildings, and many more. Students provided examples from both their immediate surroundings and those farther afield. Famous works were also cited by the students. It could be argued that the students also included examples that resonated with their aesthetic perspectives and found beautiful. Local hand-made works of significant social significance were also included among the examples.

In their responses to the question, "Can you give examples of works of art?", students cited works they considered to have high aesthetic value, such as the Mona Lisa, Woman with an Earring, and the Spoonmaker's Diamond. Tiles: Students generally cited paintings, ceramic

structures, and mosaics as examples of works of art. It appears that students also distinguish between works of art and cultural heritage.

Students responded to the question, "Does every work of art have aesthetic value? How?" Some students stated that a work of art is considered a work of art because it has aesthetic value. Some students stated that a painting, such as a sketch, created without much time, or works that they consider unattractive are presented as works of art even though they lack aesthetic value. These statements suggest that students can distinguish the aesthetic value of works of art.

The students' responses to the question, "Does aesthetics enhance a work of art? How?" indicate that they grasp the role of aesthetics in art. They stated that aesthetics are an integral part of a work of art, and that it must be aesthetically pleasing for it to be considered a work of art. It was observed that the students were aware of the impact of aesthetic value on a work of art.

Students' responses to the question, "What do you think are the importance of cultural heritage products for our society?" revealed that they expressed that cultural heritage is important for the future of society and the existence of nations, that it is important for attracting tourists to our country, and that it reflects our country, our homeland, and our national culture. They stated that cultural heritage is the core identity of societies and nations. It can be said that the students are aware of the importance of cultural heritage and have acquired a sensitivity to cultural heritage.

Students' responses to the question, "How can we recognize the aesthetic value of cultural artifacts?" indicated that students can appreciate the aesthetics of cultural heritage artifacts. They stated that the aesthetics of a work can be recognized through its visual appeal, its originality, the effort and effort invested in its appearance, and its details and artistic forms. This demonstrates that students can recognize the aesthetic value of cultural artifacts.

In their responses to the question, "What is the difference between art and aesthetics and what isn't art and what isn't aesthetic?", students stated that the difference between art and aesthetics and what isn't artistic and aesthetic is appearance. They stated that works of art and aesthetics that are attractive and unique, for which effort is invested and appreciated, are aesthetic and artistic. However, they stated that those that can be reproduced, have other uses, or serve other purposes are not considered artistic or aesthetic. Thus, students can clearly distinguish between a work that is artistic and aesthetic and a work that isn't artistic and aesthetic.

In conclusion, it can be said that 5th and 6th grade students studying at BİLSEM are achieving a high level of achievement of the values targeted in Social Studies. It can be said that the students are aware of aesthetic value, grasp its importance, and understand what aesthetics are. It can also be said that they have a high sensitivity to cultural heritage works, are aware of their importance for our country and for all nations, and are aware of the need to preserve and pass them on to future generations. It has been revealed that they are aware of the aesthetics in cultural heritage works.

Value acquisition is crucial for society in its own right. The values education of gifted individuals, who are important individuals for society, is of particular importance. In this study, the interviews conducted after a lesson and an activity process focusing on values education revealed that students achieved positive learning and gains. It was revealed that they were participatory and interpretive about cultural heritage and aesthetic values, aware of the importance of works, aware of the importance of aesthetics in works, and aware of the importance of cultural heritage for society and the future. Dilmaç (2007) provided values education to a group of students in Turkey and found that the participants learned values they lacked before the training.

It can be said that values education enables gifted students to express qualified opinions. It can be argued that values education within the framework of aesthetic and cultural heritage also fosters positive thoughts about their own aesthetic perspectives. (Tarhan & Kılıç, 2014; Tortop, 2018). Gifted children should be provided with rich experiences at home and at school, and opportunities to recognize and develop their talents through learning support in diverse environments.

The social skills acquired by gifted individuals will significantly contribute to their social adaptation by removing negative judgments and labels from society and their immediate environment, thus helping them become more creative individuals. It can be argued that values education programs for gifted students will have positive impacts on both these individuals and our society. All studies on gifted individuals and values education are important (Yılmaz and Tortop, 2018).

Values are mature behavioral patterns, or our beliefs about life's purpose, that influence our behavior. Values are important concepts that must be taught and learned. The reason values vary from society to society is because they are learned. Within society, individuals learn how to react to situations from their elders or peers. This, again, demonstrates the learning of values through education. Schools are crucial and effective environments for providing students with such education and achievements.

Recommendation

Journaling techniques can be used to identify gifted children and their values education, providing detailed information. Encouraging students to create artwork can be implemented. Activities can be used to teach values in classrooms.

To foster sensitivity and aesthetic appreciation for cultural heritage artifacts, field trips can be organized for students to nearby historical sites and works of art.

Classroom activities can be provided to encourage students to create artwork.

Students can be trained on how to view and interpret artwork. Other values in social studies can also be studied with gifted students.

This study, conducted with gifted students at BİLSEM, can be adapted for non-gifted students.

Conducting studies that include scale applications that include Social Studies values will contribute to the field.

Ethical Committee Approval

For the research data, it was decided that no unethical findings were found regarding the data collection tools and methods that could be used in the study and studies, with the Meeting Decision No. 2024.10 of the Yıldız Technical University Social Sciences Research Ethics Board dated 31.10.2024.

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