

Root Values in Geography Textbooks

Assoc. Prof. Abdullah Türker

Gazi University - Türkiye
ORCID: 0000-0003-3839-2735
abdullahturker@gazi.edu.tr

Dr. Erkan Dündar

Ministry of National Education - Türkiye
ORCID: 0000-0003-0807-0030
e_dundar84@hotmail.com

Assoc. Prof. Ufuk Sözcü

Tokat Gaziosmanpaşa University – Türkiye
ORCID: 0000-0002-6809-4774
ufuk.sozcu@gop.edu.tr

Abstract

In the regulation of social life and the acquisition of values, which is one of the requirements of being an individual, the education that starts in the family should be continued in schools. For this purpose, ten values were included as root values in the Geography Course Curriculum, which was updated in 2018 as in all curricula. This research, was conducted by document analysis, one of the qualitative research approaches. A total of seven geography textbooks at the secondary education level, which were approved as textbooks by the Ministry of National Education and which were open to access via the Education Information Network (EBA), were examined and subjected to descriptive analysis. In order to increase the reliability of the research, direct quotations were made from the points where the root values were mentioned in the textbook. As a result of the research, it was seen that root values were emphasised in a total of 274 points in geography textbooks. While the grade level in which the root values were most frequently mentioned was 10th grade, the most repeated root values were responsibility and patriotism. The least emphasised root values in the textbooks were honesty, justice and patience. The unit with the highest number of root values is natural systems. In the light of the research results, it is recommended to increase the number of outcomes associated with root values in the curriculum and to give more priority to root values in the review and acceptance processes of textbooks.

Keywords: Root values, Textbooks, Geography education, Geography



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INTRODUCTION

Values at the centre of human and social life, which are in the field of interest and examination of many different disciplines from sociology to philosophy, education to economics, have a multidisciplinary structure ([Günor, 2021](#)). Depending on the multidisciplinary structure of values, the high number of studies in the literature reveals a richness in the definitions of values. [Rokeach \(1973\)](#) defines values as mental parameters that allow us to make a conscious choice by guiding our behaviour in situations we encounter in the social environment. [Plannic \(2008\)](#), on the other hand, defines values as mental rules acquired during the socialisation process that have an impact on the process of wanting and accepting a job or behaviour. Values are defined as measures that guide the lives of individuals ([Aydin, 2010](#)), situations that determine our judgements about which behaviours are good-right or bad and undesirable ([Shobha & Kala, 2015](#)), judgements that affect our social relations by directing our actions ([Johnson & Johnson, 2010](#)), and the sensitivity of individuals to any event or situation ([Yaman, 2012](#)).

When we look at the definitions of values, it is seen that they are expressed as mental processes that direct people's lives, control our relationships and affect our actions. Brand (1999) defines values as deep-rooted beliefs that form a framework for how people think and decide and what influences their behaviour. Parents undoubtedly have the biggest share in the acquisition of values by individuals. Every step taken by parents as role models in the family, where the education process begins, is very important for the value infrastructure. Although studies will be carried out for the realisation of the values education process in a planned manner in the formal education process, the foundation laid in the family has a valuable place. For example, in an individual who has not received the necessary infrastructure for self-control or patriotism values in his/her family, the studies related to the process of acquiring these values in educational institutions will also be negatively affected.

[Toprakçı \(2021\)](#), accepting the meaning of education and the meaning of values as the same, states that the values of the individual, society and the universal are acquired by children through education. [Robb \(1998\)](#) defines values education as a set of activities carried out with the aim of gaining values from the homes where individuals live to educational institutions, religious organisations and social activity areas they participate in. In addition, [Cummings \(2009\)](#) and [Toomey \(2009\)](#) emphasise that the role of schools, where efforts are made to build values on individuals' previous achievements, is more effective. [Cummings \(2009:17\)](#) states that schools not only contribute to the development of positive values in value education, but also play a role in the acquisition of values that harm the development of the individual and contradict the values that the school tries to impart. In addition to the desired behaviours planned to be given in schools, students can learn undesirable information with the influence of peers and the environment, and this will also be the case for values. At this point, teachers have a great duty in the value education process.

In the early 20th century, it can be said that the inclusion of values education, which started in the USA, in education in Türkiye and the process of its existence is quite new ([Yaylacı, 2020](#)). When the history of the Turkish education system is analysed, although there are no findings on the concept of values education, it is seen that the values related to raising children were at the forefront in the Hun state ([Akyüz, 2021](#)). It will be seen that there are elements of values education directly or indirectly in the education systems of the states established in the period from the Hun State to the establishment of the Republic of Türkiye and in the ideas and works defended by the thinkers raised by these systems ([Kılcan, 2022](#)).

Teachers should undoubtedly play a key role in values education in schools. Firstly, teachers' knowledge and skills about values education should be developed during their undergraduate education. In the education and training process, teachers should endeavour to include values education in every activity and every subject taught. This situation was emphasised by [Harris \(1991\)](#) that teachers can carry out values education in all lesson activities such as choosing textbooks, assigning homework, distributing grades, establishing classroom and school rules.

[Çiftçi & Eser Ünalı \(2014\)](#) state that individuals can raise generations with a local-regional-global perspective thanks to values education, which is one of the pillars that make up the roof of the geography curriculum. [Artvinli \(2011\)](#) states that transferring attitudes and values as well as geographical

concepts and skills to students in geography lessons will contribute to the prevention of value erosion. Similar to [Slater & Lambert \(1998\)](#) who state that most of the geography subjects are related to values, [Huckle \(1983\)](#) emphasises that the values to be given together with geography subjects will contribute to individuals to think about the issues that concern their lives and to gain the ability to look critically at their environment in a more conscious way.

Textbooks, which are the most important guides of teachers in the teaching process, should be well planned on value education in the process of writing and editing. Since 2018, the inclusion of texts, visuals and activities related to the values given as a separate heading in the curricula will also be a guide for teachers.

In order to give the necessary importance to values education in educational institutions where planned and programmed educational activities are carried out and to carry out this issue without leaving it to the initiative of the teacher, "Our Values" was given as a separate title with the change made in the curricula in 2018 ([MoNE, 2018: 5](#)). In the 2018 Geography Curriculum (CDÖP), it is stated that "The future of a society depends on people who have adopted their values and who embody these values with the competencies they have" and "In the curricula, our values are not seen as a separate programme or learning area, unit, subject, etc.. On the contrary, our values, which are the ultimate goal and spirit of the whole education process, are included in each and every unit of the curriculum." In the 2018 CDÖP, the values of "justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, helpfulness" are given as "root values" ([MoNE, 2018: 5-6](#)). In addition, at the end of each unit at each grade level, it is stated which values can be associated with which outcomes. In the writing process of textbooks, it is expected to include values in parallel with the curriculum. Textbooks prepared in parallel with the curricula and depending on the values, competencies, skills and achievements emphasised in the curricula can be expressed as one of the main tools in values education. From this point of view, the main purpose of the research is to reveal the way root values are handled in geography textbooks.

When the literature is examined, studies investigating textbooks in different branches in terms of root values ([Aktan & Padem, 2013](#); [Kuş, Meray & Karatekin, 2013](#); [Güzel-Candan & Ergen, 2014](#); [Yılar, 2016](#); [Öztürk & Özkan, 2018](#); [Aslan, Coşkun-Keskin & Önder, 2019](#); [Sayın, Orbay & Altunay-Şam, 2019](#); [Küçüköğlu, Albayrak & Serin, 2020](#); [Kılcan, 2020](#); [Muç & Pamuk, 2020](#); [Özay-Köse & Gül, 2020](#); [Tabak & Yaylak, 2020](#); [Türkmenoğlu, Akyol & Çağınlar, 2021](#); [Çetin, Mutluoğlu, Yazlık & Erdoğan, 2021](#); [Hatay-Uçar & Çetinkaya, 2021](#); [Köksal, Yaylacı-Kılıç, Yel, Erbaş & Kılcan, 2022](#)). When we look at the studies on geography course, it is seen that [Saribaş & Akça \(2020\)](#) examined the value of patriotism and student metaphors related to this value, [Değirmenci \(2018\)](#) examined the distribution of achievements associated with values in the curriculum, [Katılmış & Balcı \(2017\)](#) examined the views of prospective geography teachers on values education and [Ciftçi & Eser Ünalı \(2014\)](#) examined the views and opinions of geography teachers on value education.

It is thought that this study will contribute to the field due to the limited number of comprehensive studies on how the root values in the geography curriculum are given in geography textbooks. The main problem statement of this research, which was carried out to examine geography textbooks in terms of root values, was determined as "How are root values included in geography textbooks?". The sub-problems of the research are as follows:

- How are the root values in geography textbooks distributed at class level?
- How are root values distributed in geography textbooks according to the units?
- Is there a difference in the distribution of root values in the textbooks of MEB (MoNE) and private publishing houses?

METHOD

Document analysis technique, one of the qualitative research methods, was used in this research. Document analysis, which can also be defined as the analysis of written materials containing information and data about the events and phenomena planned to be researched, is one of the techniques widely used in qualitative research ([Yıldırım & Şimşek, 2018](#)). According to [Ekiz \(2009\)](#), the document analysis

technique is a technique for obtaining secondary data that involves the systematic examination and evaluation of information and documents prepared by official or private institutions. [Karasar \(2014\)](#) defines document analysis as the systematic handling of existing records and documents as data sources.

Data Collection

The data of the study were collected from the textbooks prepared by the Ministry of National Education (MoNE / MEB) and private publishing houses, which are distributed as textbooks in high schools by the Ministry of National Education (MEB), and which were accepted by the Presidency of the Board of Education and Instruction and made available on the Education Information Network (EBA). The digital editions of the textbooks used in the study were accessed via EBA. Information about the textbooks analysed in the study is given in Table 1.

Table 1. Information about the geography textbooks analysed in the study

Class Level	Publisher	Authors	Date of Acceptance as Textbook
9	MEB Publishing	Alper SOYATLAR, Bülent AKÇA, Halil ÇOŞAR, İsmail SOLAK, Mehmet KARAGÖZ	16.07.2018
9	Special (Gün) publishing	Mehmet BARANAYDIN, Yusuf AYDIN, Gülten TEKBAŞ	18.04.2019
10	MEB Publishing	Kenan TÜRKEZ, Mutlu KARAKOÇ, Nurullah BALŞEN, Tolga PEKTAŞ, İsmail ÖZDOĞAN	28.05.2018
10	Special (Yıldırım) publishing	Hüseyin Samet ARABACI	18.04.2019
11	MEB Publishing	Kenan TÜRKEZ, Mutlu KARAKOÇ, Nurullah BALŞEN, Tolga PEKTAŞ	28.05.2018
11	Special (Gün) Publishing	Mehmet BARANAYDIN, Yusuf AYDIN, Gülten TEKBAŞ	28.05.2018
12	MEB Publishing	Cem ERDEBİL, Raşit DÜZGÜN, Ramazan BIÇAKLI, Zübeyde GÜZEL, Emine BOZBIYIK	28.05.2018

As can be seen in Table 1, there is one book each from MEB and private publishing houses at the 9th, 10th and 11th grade level, which are accepted as textbooks by MEB and included among the textbooks in EBA. At the 12th grade level, there is only a textbook prepared by MEB publishing. These books were examined by the researchers in terms of the inclusion of the root values (justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, patriotism, benevolence) in the [MoNE \(2018\)](#) Geography Course Curriculum (CDÖP).

Analysing the Data

The data obtained from the examination on the inclusion of root values in geography textbooks were analysed by descriptive analysis method, one of the data analysis methods used in qualitative research. [Yıldırım & Şimşek \(2018\)](#) state that the data obtained in descriptive analysis are summarised and interpreted according to predetermined themes, and direct quotations should be included to reflect the findings and increase validity. In order to ensure the validity of the data, the books were scanned separately by the researchers. The values found in the scanned books were re-examined collectively by all researchers and the final decision was made. Tables showing the inclusion of root values in the textbooks are given separately at each grade level. For the reliability of the data, direct quotations from the statements thought to be related to the root values in the textbooks at each grade level were also included.

FINDINGS

In line with the problem statements of the research, the inclusion status of root values in geography textbooks is presented in this section. Table 2 shows the distribution of the root values included in the 9th grade MEB (Ministry of National Education) geography textbook according to the units.

Table 2. 9th grade MEB geography textbook root value distribution by units

Units	Root Values										
	Justice	Friendship	Integrity	Self-audit	Patience	Respect	Love	Responsibility	Patriotism	Benevolence	Total
Natural Systems	-	-	-	3	-	-	5	6	3	-	17
Human Systems	-	-	-	-	-	-	-	-	-	-	-
Global Environment:	-	-	-	-	-	-	1	2	3	2	8
Environment and	-	-	-	5	-	-	2	8	2	2	19
Total	-	-	-	8	-	-	8	16	8	4	44

When Table 2 is analysed, it is seen that the most common root value in the 9th grade MEB geography textbook is responsibility (f=16). Responsibility value is followed by self-control, love and patriotism values respectively. It is seen that justice, friendship, honesty, patience and respect values are not included at all. Again, when Table 2 is analysed, it is seen that root values are mostly included in the Environment and Society unit, while no root value is included in the Human Systems unit. In total, it was determined that 44 times root values were included in the 9th grade MEB geography textbook. The root values in the book are sometimes given through positive and sometimes negative examples. Sample sentences and page numbers for root values are given below.

"While interfering with nature, people should not forget the fact that future generations will also meet their needs from nature. Acting with this understanding, they should love and protect nature." These sentences are included in the subject expression section on page 19 and emphasise the value of love.

"Another effect of humans on the hydrosphere is the drying up of rivers and lakes as a result of excessive use of water resources. While the living life in the drying water resources disappears completely, the desertification of the dried lake areas and the spread of the dunes over a wide area cause the destruction of life in a wide area." These sentences are included in the subject expression section on page 199 and emphasise the values of responsibility and self-control through a negative example.

"As the poet expressed, the homeland will be the homeland of our heroic sons who will protect their lands, feel our flag in their souls, and stand like mountain ranges at the borders of the homeland". This sentence is included in the reading text on page 169 and emphasises the value of patriotism.

Table 3 shows the distribution of root values in the 9th grade geography textbook of a private publisher according to the units.

Table 3. 9th grade geography textbook (special) root value distribution by units

Units	Root Values										
	Justice	Friendship	Integrity	Self-audit	Patience	Respect	Love	Responsibility	Patriotism	Benevolence	Total
Natural Systems	-	-	-	1	-	-	2	3	8	1	15
Human Systems	-	-	-	-	-	-	-	-	3	-	3
Global Environment: Regions and	-	-	-	-	-	-	-	-	-	-	-
Environment and Society	-	-	1	1	-	-	-	8	1	-	11
Total	-	-	1	2	-	-	2	11	12	1	29

When Table 3 is analysed, it is seen that patriotism (f=12) is the most common root value in the 9th grade private publishing house geography textbook. Patriotism value is followed by responsibility, self-control and love values respectively. Justice, friendship, patience and respect values are not included at all. While root values are mostly included in the Natural Systems unit, no root value is included in the Global Environment: Regions and Countries unit. In total, it was determined that root values were

included 29 times in the 9th grade geography textbook of a private publisher. The root values in the book are sometimes given through positive and sometimes negative examples. Sample sentences and page numbers for root values are given below.

"Our country, which is governed by a republic, has a land border of 2,949 km, a sea border of 7,816 km and a total of 10,765 km with its neighbours. In addition, our country, which has 8.333 km long coasts, has an indivisible integrity." These sentences are included in the subject expression section on page 167 and emphasise the value of patriotism.

"Note: Please make sure that the images you find on the World Wide Web do not violate copyrights." This sentence is on page 192 and emphasises the value of honesty.

"Since this situation also threatens our living environment, we should find ways to benefit from nature without harming it." This sentence is on page 14 and emphasises the value of responsibility.

Table 4 shows the distribution of root values in the 10th grade MEB geography textbook according to the units.

Table 4. 10th grade MEB geography textbook root value distribution by units

Root Values											
Units	Justice	Friendship	Integrity	Self-audit	Patience	Respect	Love	Responsibility	Patriotism	Benevolence	Total
Natural Systems	-	-	-	3	-	-	-	9	6	1	19
Human Systems	1	3	-	-	-	1	1	-	-	5	11
Global Environment: Regions	-	-	-	-	-	-	-	1	-	-	1
Environment and Society	-	-	-	4	2	-	1	10	6	2	25
Total	1	3	-	7	2	1	2	20	12	8	56

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When the 10th grade MEB geography book in Table 4 is analysed, it is seen that the most common root value is responsibility (f=20). Responsibility value is followed by patriotism, benevolence and self-control values respectively. It is seen that the value of honesty is not included at all. Again, when Table 4 is analysed, it is seen that the root values are mostly included in the environment and society unit, while the least root value is included in the global environment: regions and countries unit. In total, it was determined that 56 times root values were included in the 10th grade MEB geography textbook. The root values in the book are sometimes given through positive and sometimes negative examples. Sample sentences and page numbers for root values are given below.

"With this congress, the conceptual framework of gender justice has been widely discussed and experts in the field have come together and exchanged ideas in order to identify and complete the deficiencies in the studies conducted in the field of gender until today." This sentence is in the application section on page 188 and emphasises the value of justice.

"Throughout history, Türkiye has not remained indifferent to those in need of help and has considered it a precious duty to provide the necessary humanitarian aid, and has welcomed immigrants and refugees from abroad both before and after the Republic. In this context, their needs such as nutrition, shelter, education and health have been met and their values such as honour, property, family life, beliefs and lifestyles have been respected in accordance with our beliefs and social values." These sentences are included in the subject expression section on page 201 and emphasise the values of friendship, respect, love and benevolence.

"If you are inside the building, try to stay calm, do not panic, gather your courage and do not run around during the earthquake." This sentence is in the table section on page 243 and emphasises the values of self-control and patience.

Table 5 shows the distribution of root values in the 10th grade geography textbook of a private publisher according to the units.

Table 5. 10th grade geography textbook (special) root value distribution by units

Units	Root Values									
	Justice	Friendship	Integrity	Self-audit	Patience	Respect	Love	Responsibility	Patriotism	Benevolence
Natural Systems	-	-	-	-	-	-	-	13	5	-
Human Systems	-	-	-	-	-	1	-	-	-	4
Global Environment: Regions and	-	-	-	-	-	-	-	-	5	-
Environment and Society	-	-	-	2	-	-	-	5	-	-
<i>Total</i>	-	-	-	2	-	1	-	18	10	4

When the 10th grade geography book of a private publishing house is analysed in Table 5, it is seen that the most common root value is responsibility (f=18). Responsibility value is followed by patriotism, benevolence and self-control values respectively. Justice, friendship, honesty, patience and love values are not included at all. While the root values were mostly included in the Natural Systems unit, the least root values were included in the Human Systems and Global Environment: Regions and Countries units. In total, it was determined that root values were included 35 times in the 10th grade geography textbook of a private publishing house. The root values in the book are sometimes given through positive and sometimes negative examples. Sample sentences and page numbers for root values are given below.

"On the other hand, as a nation and as individuals against earthquakes and other disasters, we need to memorise and standardise the four main behaviours that we need to learn as soon as possible and first and foremost (such as Crouch, Trap and Hold, Shelter in Place, Lock and Lie Down, Evacuation) and disseminate them mostly through NGOs (Non-Governmental Organisations)." These sentences are on page 236 and emphasise the value of self-control.

"People's excavation on the slopes for the purposes such as road, construction, etc. can lead to destabilisation of the slope and rock fall." This sentence is on page 54 and emphasises the value of self-control.

The sentence "Women in Türkiye have equal rights with men in politics, education, employment and social life." appears on page 159 and emphasises the value of respect.

Table 6 shows the distribution of root values in the 11th grade MEB geography textbook according to the units.

Table 6. 11th grade MEB geography textbook root value distribution by units

Units	Root Values									
	Justice	Friendship	Integrity	Self-audit	Patience	Respect	Love	Responsibility	Patriotism	Benevolence
Natural Systems	-	-	-	2	-	-	-	6	3	-
Human Systems	-	-	-	1	-	-	-	5	7	-
Global Environment: Regions	1	1	-	-	-	3	2	1	2	3
Environment and Society	-	-	-	2	-	-	-	6	1	-
<i>Total</i>	1	1	-	5	-	3	2	18	13	3

When the 11th grade MEB geography book in Table 6 is analysed, it is seen that the most common root value is responsibility (f=18). Responsibility value is followed by patriotism and self-control values respectively. It is seen that the values of honesty and patience are not included at all. Again, when Table 5 is analysed, it is seen that the root values are mostly included in the Human Systems and Global Environment: Regions and Countries units, while the least root value is included in the Environment and Society unit. In total, it was determined that 46 times root values were included in the 11th grade MEB geography textbook. The root values in the book are sometimes given through positive and sometimes negative examples. Sample sentences and page numbers for root values are given below.

"Wetlands in Türkiye face many threats. The main threats are drying activities, poaching and chemical substances coming from agricultural areas and deterioration in water quality." This statement is included in the subject expression section on page 35 and emphasises the values of responsibility and patriotism through a negative example.

"Individuals who make up the society should prefer to live in tolerance, respect and love instead of imposing their cultural characteristics on others. As a result, differences should be built on an integrative understanding rather than separation." These sentences are included in the subject expression section on page 172 and emphasise the values of love, respect and benevolence.

"Despite the rapid depletion of energy resources in the world, most of the people are not aware of their responsibilities. If everyone follows certain rules, energy consumption can be minimised. The important thing is to be responsible." These sentences are included in the reading passage on page 227 and emphasise the values of self-control and responsibility.

Table 7 shows the distribution of root values in the 11th grade geography textbook of a private publisher according to the units.

Table 7. 11th grade geography textbook (special) root value distribution by units

Units	Root Values									
	Justice	Friendship	Integrity	Self-audit	Patience	Respect	Love	Responsibility	Patriotism	Benevolence
Natural Systems	-	-	-	1	-	-	-	4	1	-
Human Systems	-	-	-	-	-	-	-	1	9	-
Global Environment: Regions	-	4	-	-	-	1	-	2	2	-
Environment and Society	-	-	-	1	-	-	-	1	-	-
Total	-	4	-	2	-	1	-	8	12	-

When the 11th grade private publishing house geography book in Table 7 is analysed, it is seen that the most common root value is patriotism (f=12). Patriotism value is followed by responsibility and friendship values respectively. It is seen that justice, honesty, patience, love and benevolence values are not included at all. While root values were mostly included in the Human Systems unit, the least root value was included in the Environment and Society unit. In total, it was determined that root values were included 27 times in the 11th grade private publishing house geography textbook. The root values in the book are sometimes given through positive and sometimes negative examples. Sample sentences and page numbers for root values are given below.

"1. I can explain the factors that constitute biodiversity. 2. I can explain the factors that threaten biodiversity. 3. I can explain what can be done to protect biodiversity. 4. I can explain what our individual responsibilities are to protect biodiversity." These sentences are included in the self-assessment section on page 27 and emphasise the value of self-control.

The sentence "Respecting other cultures, acting without prejudice towards them and being tolerant is the real key to the end of conflicts on earth" is on page 204 and emphasises the value of respect.

"It is necessary to plan for the effective use of natural resources such as soil, water and plants that provide us with the opportunity to live. Otherwise, these natural resources may become depleted or unusable." This sentence is on page 257 and emphasises the value of responsibility.

Table 8 shows the distribution of the root values included in the 12th grade geography textbook of MEB according to the units.

Table 8. 12th grade MEB geography textbook root value distribution by units

Units	Root Values										
	Justice	Friendship	Integrity	Self-audit	Patience	Respect	Love	Responsibility	Patriotism	Benevolence	Total
Natural Systems	-	-	-	3	1	-	-	2	-	-	6
Human Systems	-	1	-	2	-	1	-	2	7	1	14
Global Environment:	1	1	-	-	-	-	-	-	3	-	5
Environment and Society	-	-	-	5	-	-	-	4	3	-	12
<i>Total</i>	<i>1</i>	<i>2</i>	<i>-</i>	<i>10</i>	<i>1</i>	<i>1</i>	<i>-</i>	<i>8</i>	<i>13</i>	<i>1</i>	<i>37</i>

When the 12th grade MEB geography book in Table 8 is analysed, it is seen that the most common root value is patriotism (f=13). Patriotism value is followed by self-control and responsibility values respectively. It is seen that the values of honesty and love are not included at all. While the most root values were included in the Human Systems unit, the least root values were included in the Global Environment: Regions and Countries unit. In total, it was determined that 37 times root values were included in the 12th grade MEB geography textbook. The root values in the book are sometimes given through positive and sometimes negative examples. Sample sentences and page numbers for root values are given below.

"The method of "collaboration", which is carried out voluntarily or compulsorily by people living in rural areas to eliminate the deficiencies of their settlements, is a part of their social life. Examples of this situation are seen in rural settlements of all countries of the world as well as in our country." These sentences are included in the subject expression section on page 52 and emphasise the values of friendship and cooperation.

"Urban culture must be democratic, reconciliatory, open to tolerance and multi-coloured. The effort to produce a homogenous urban culture in cities where there are differences may lead to ghettoisation and polarisation within the city. The main thing is not that people living in a city share the same cultural values, but that they share the urban culture. It should not be seen as a contradiction for an individual who assimilates urban consciousness and urban culture to protect their differences in the cultural world." These sentences are included in the subject expression section on page 70 and emphasise the value of respect.

"All countries intensively utilise the earth's natural resources to achieve their economic growth targets. However, if the current increase in industrialisation, food production, environmental pollution and resource consumption continues, the limits of growth on our planet will be reached within the next hundred years. If consumption continues at this rate, it is unlikely that future generations will be able to meet their basic needs." These sentences are included in the subject expression section on page 201 and emphasise the value of self-control negatively.

The distribution of root values included in geography books of private and MEB publishing houses at all grade levels according to the units is presented in Table 9.

Table 9. Number of root values in MEB-private publishing books at all grade levels

Units	Class Levels							
	9th grade		Grade 10		11th grade		Grade 12	Total
	MEB	PRIVATE	MEB	PRIVATE	MEB	PRIVATE	MEB	
Natural Systems	17	15	19	18	11	6	6	92
Human Systems	-	3	11	5	13	10	14	56
Global Environment: Regions	8	-	1	5	13	9	5	41
Environment and Society	19	11	25	7	9	2	12	85
<i>Total</i>	<i>44</i>	<i>29</i>	<i>56</i>	<i>35</i>	<i>46</i>	<i>27</i>	<i>37</i>	<i>274</i>

*There are no books from private publishers in Grade 12.

When Table 9 is analysed, it is seen that 273 times root values are included in the books prepared by MEB and private publishing houses. It was determined that the most root values were included in 10th grade books. When analysed in terms of publishing houses, it was seen that more root values were included in MEB books, and the highest difference in terms of including root values was observed at the 10th grade level. When analysed on the basis of units, it was found that the least root value was included in the Global Environment: Regions and Countries unit and the most root value was included in the Natural Systems unit.

The distribution of the number of root values in geography textbooks according to publishing houses at grade level is given in Table 10.

Table 10. The number of times root values are included in textbooks at all grade levels

Root Values	Class Levels							
	9th grade		Grade 10		11th grade		Grade 12	Total
	MEB	PRIVATE	MEB	PRIVATE	MEB	PRIVATE	MEB	
Justice	-	-	1	-	1	-	1	3
Friendship	-	-	3	-	1	4	2	10
Integrity	-	1	-	-	-	-	-	1
Self-audit	8	2	7	2	5	2	10	36
Patience	-	-	2	-	-	-	1	3
Respect	-	-	1	1	3	1	1	7
Love	8	2	2	-	2	-	-	14
Responsibility	16	11	20	18	18	8	8	99
Patriotism	8	12	12	10	13	12	13	80
Benevolence	4	1	8	4	3	-	1	21
Total	44	29	56	35	46	27	37	274

As can be seen in Table 10, where the frequency of repetition of root values in the geography books prepared by MEB and private publishing houses at the level of all grades is given, the value of responsibility is the most common, while the value of honesty is the least common. The grade level in which the root values were found the most was the 10th grade. It is also seen that the books of MEB publishing house give more place to root values.

CONCLUSION, DISCUSSION and RECOMMENDATIONS

The process of acquiring values, which is the basic requirement of being human and one of the key elements in the realisation of living in peace with social development, lasts a lifetime. Value education, which starts with the modelling of parents, is tried to be given through curricula and textbooks in educational institutions in a planned and programmed manner. At this point, textbooks, in which values are tried to be given implicitly within the subjects, are of great importance. This study was conducted to reveal how and how often the 10 core values (justice, friendship, honesty, respect, love, patience, self-control, responsibility, patriotism and benevolence) in the geography course curriculum, which was renewed in 2018, are included in the textbooks.

When the findings of the research are analysed, the most common root value in geography textbooks is responsibility with 99 out of 274. This result coincides with the results of the studies conducted by [Oğuz-Haçat & Demir \(2020\)](#), [Erbaş \(2021\)](#) and [Köksal, Yaylacı-Kılıç, Yel, Erbaş & Kılcan \(2022\)](#). The least common root values in geography textbooks were honesty with 1 point and justice and patience values, which were mentioned in 3 points.

When the 9th grade textbooks were analysed, it was observed that while the most common root value in the MEB textbook was responsibility (f:16), the most common root value in the private publishing house textbook was patriotism (f:12). While "justice, friendship, honesty, patience and respect" values were not mentioned in the MEB textbook, "justice, friendship, patience and respect" values were not mentioned in the private publishing house textbook. While the MEB book emphasised root values at 44 points in total, the private publishing house book emphasised root values at 29 points in total. In the

9th grade MEB book, root values were mostly emphasised in the "Environment and Society" unit, but not at all in the "Human Systems" unit. In the private publishing house book, root values were mostly included in the "Natural Systems" unit, but not at all in the "Global Environment: Regions and Countries" unit.

For the 10th grade, it is seen that the value of responsibility is mentioned the most in both books prepared by MEB and private publishers. While the MEB book includes the value of responsibility in 20 points, it is mentioned in 18 points in the private publishing house book. While the MEB book did not include the value of honesty at all, the private publishing house book did not include the values of justice, friendship, honesty, patience and love. In the 10th grade MEB book, the unit in which the root values were mentioned the most was "Environment and Society", while the unit in which they were mentioned the least was "Global Environment: Regions and Countries". In the private publishing house book, it was observed that the most root values were found in the "Natural Systems" unit and the least in the "Human Systems" and "Global Environment: Regions and Countries" units. [Değirmenci \(2018\)](#) determined that there were no acquisitions associated with root values in the 10th grade "Global Environment: Regions and Countries" unit in the curriculum. This situation can be interpreted as the reason why the least root values are in this unit. In the 10th grade MEB book, root values were emphasised 56 times in total, while 35 times in the private publishing house book.

In the 11th grade MEB book, the most frequently mentioned root value was responsibility with 18 times, while in the private publishing house book it was patriotism with 12 times. While honesty and patience were not mentioned at all in the MEB book, justice, honesty, patience, love and benevolence were not mentioned at all in the private publishing house book. The unit with the highest number of root values in MEB and private publishing house books was "Human Systems". The unit with the least number of root values was "Environment and Society" in both books. While a total of 46 times root values were included in the MEB book, they were included 27 times in the private publishing house book.

At the 12th grade level, since there is only a textbook prepared by MEB on EBA, there is no book from a private publishing house. When this book is analysed, it is seen that the value of patriotism is included 13 times at most. The values of honesty and love are not included at all. While the unit with the highest number of root values was "Human Systems", the lowest number was found in the unit "Global Environment: Regions and Countries". In the 12th grade MEB book, root values were included in 37 points in total. In the study conducted by [Değirmenci \(2018\)](#), the unit with the highest number of acquisitions associated with root values in the 12th grade was determined as Human Systems. This situation can be interpreted as the reason why the most root values in the MEB book are in the Human Systems unit.

When all of the Geography textbooks taught in secondary education (4 MEB books and 3 private publishing house books) were examined, it was determined by the researchers that root values were emphasised at a total of 274 points. While the textbook with the highest number of root values was the 10th grade textbooks, the unit with the highest number of root values was "Natural Systems". In the comparison made in terms of publishing houses, it was seen that more emphasis was placed on root values in MEB textbooks. As stated in the study conducted by [Değirmenci \(2018\)](#), the number of achievements associated with values in the geography course curriculum is higher at the 10th and 11th grade levels. It is thought that this situation affects the root values in the textbooks.

When the 2018 geography course curriculum and the root values that are expected to be given in the textbooks are evaluated in the textbooks of MEB and private publishers, it is seen that there is no regular distribution at the level of classes, units and root values. In the textbooks, the values of responsibility and patriotism were mentioned 99 and 80 times, respectively, while the values of honesty, justice and patience were mentioned once and three times each. In the studies conducted by [Güçlü \(2019\)](#) and [Oğuz-Haçat & Demir \(2020\)](#), it was determined that the degree of inclusion of root values at the level of grade level and learning areas did not show a balanced distribution.

In the light of the findings and results of the research in which the reflections of root values in the textbooks are discussed and in addition to its contribution to the limited literature on root values in geography, the following suggestions are made in the light of the findings and results of the research.

- Increasing the number of outcomes associated with root values in the geography curriculum will increase the place and importance given to root values in textbooks.
- In the examination and acceptance processes of the textbooks, the inclusion of the root values, which are the main pillars of the curriculum, should be examined more carefully.
- Root values in textbooks should be planned in a way to create social awareness and impact through students according to the characteristics of the subjects.
- Qualitative and quantitative studies can be conducted by researchers for teachers to reveal teachers' opinions about the process of acquisition of root values given in the curriculum and geography textbooks, and qualitative and quantitative studies can be conducted for students to determine the level of acquisition.

Coğrafya Ders Kitaplarında Kök Değerler

Doç. Dr. Abdullah Türker

Gazi Üniversitesi - Türkiye
ORCID: 0000-0003-3839-2735
abdullahturker@gazi.edu.tr

Dr. Erkan Dünder

Milli Eğitim Bakanlığı - Türkiye
ORCID: 0000-0003-0807-0030
e_dundar84@hotmail.com

Doç. Dr. Ufuk Sözcü

Tokat Gaziosmanpaşa Üniversitesi – Türkiye
ORCID: 0000-0002-6809-4774
ufuk.sozcu@gop.edu.tr

Özet

Toplumsal yaşamın düzenlenmesi ve birey olmanın gerekliliklerinden biri olan değerlerin kazandırılmasında ailede başlayan eğitimin okullarda devam ettirilmesi gerekir. Bu amaçla 2018 yılında tüm öğretim programlarında olduğu gibi güncellenen Coğrafya Dersi Öğretim Programı'nda da kök değerler olarak on değere yer verilmiştir. Bu çalışmada öğretim programında yer verilen ve kazanımlarla ilişkilendirilen kök değerlerin en önemli yansıması olan ders kitapları incelenmiştir. Ders kitaplarında kök değerlerin yer alma durumlarının incelendiği bu araştırma nitel araştırma yaklaşımlarından doküman incelemesi ile yürütülmüştür. Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu tarafından ders kitabı olarak onaylanan ve Eğitim Bilişim Ağı (EBA) üzerinden erişime açık olan ortaöğretim kademesindeki toplam yedi coğrafya ders kitabı incelenerek betimsel analize tabi tutulmuştur. Araştırmanın güvenilirliğini artırmak adına kök değerlerin ders kitabında geçtiği noktalardan doğrudan alıntılar yapılmıştır. Araştırma sonucunda coğrafya ders kitaplarında toplam 274 noktada kök değerlere vurgu yapıldığı görülmüştür. Kök değerlerin en fazla yer bulduğu sınıf düzeyi 10. sınıf olurken en fazla tekrarlanan kök değerler ise sorumluluk ve vatanseverlik olmuştur. Ders kitaplarında en az yer verilen kök değerler ise dürüstlük, adalet ve sabır değerleridir. Kök değerlerin en fazla yer aldığı ünite ise doğal sistemlerdir. Araştırma sonuçları ışığında öğretim programında kök değerlerle ilişkilendirilen kazanımların sayısının artırılması ile ders kitaplarının incelenme ve kabul süreçlerinde kök değerlere daha fazla öncelik verilmesi önerilmektedir.

Anahtar Kelimeler: Kök değerler, Ders kitapları, Coğrafya eğitimi, Coğrafya



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Genişletilmiş Özet

Problem: 20. yüzyıl başlarında ABD’de başlayan değerler eğitiminin Türkiye’de eğitime dâhil edilmesi ve var olma sürecinin oldukça yeni olduğu söylenebilir (Yaylacı, 2020). Türk eğitim sisteminin tarihi incelendiğinde değerler eğitimi kavramına ilişkin bulgulara rastlanmamış olsa da Hun devletinde çocuk yetiştirmeye ilişkin değerlerin ön planda olduğu görülür (Akyüz, 2021). Hun Devleti’nden Türkiye Cumhuriyeti’nin kuruluşuna kadar geçen sürede kurulan devletlerin eğitim sistemleri ile bu sistemlerce yetiştirilmiş düşünürlerin savunduğu fikirler ve eserlerinde doğrudan ya da dolaylı biçimde değerler eğitime dair öğelerin olduğu görülecektir (Kılcan, 2022).

Okullarda verilen değerler eğitiminde kuşkusuz kilit rolü öğretmenler üstlenmelidir. İlk olarak öğretmenlerin değerler eğitimi konusunda bilgi ve becerilerinin lisans eğitimleri sürecinde geliştirilmiş olması gerekir. Eğitim öğretim sürecinde ise yapılan her faaliyette, anlatılan her konuda değerler eğitiminin sürece dâhil edilmesi için çaba göstermesi gerekir. Bu durum Harris (1991) tarafından öğretmenlerin ders kitabı seçimi, ödev verme, not dağıtımı, sınıf ve okul kurallarını oluşturma gibi tüm ders aktivitelerinde değerler eğitiminin gerçekleştirilebileceği vurgulanmıştır.

Planlı ve programlı eğitim-öğretim etkinliklerinin gerçekleştirildiği eğitim kurumlarında değerler eğitime gerekli önemin verilmesi ve bu konunun öğretmen inisiyatifine bırakılmadan gerçekleştirilmesi için 2018 yılında öğretim programlarında yapılan değişiklikle “Değerlerimiz” ayrı bir başlık olarak verilmiştir (MEB, 2018:5). 2018 Coğrafya Dersi Öğretim Programı (CDÖP)’nda “Bir toplumun geleceğinin, değerlerini benimsemiş ve bu değerleri sahip olduğu yetkinliklerle ete kemiğe büründüren insanlara bağlı olduğu” ve “Öğretim programlarında değerlerimiz, ayrı bir program veya öğrenme alanı, ünite, konu vb. olarak görülmemiştir. Tam aksine bütün eğitim sürecinin nihai gayesi ve ruhu olan değerlerimiz, öğretim programlarının her birinde ve her bir biriminde yer almıştır.” ifadelerine yer verilmiştir. 2018 CDÖP’de “adalet, dostluk, dürüstlük, öz denetim, sabır, saygı, sevgi, sorumluluk, vatanseverlik, yardımseverlik” değerleri “kök değerler” olarak verilmiştir (MEB, 2018: 5-6). Ayrıca her sınıf düzeyinde her ünitenin sonunda hangi değerlerin hangi kazanımlarla ilişkilendirilebileceği belirtilmiştir. Ders kitaplarının yazım süreçlerinde ise öğretim programına paralel biçimde değerlere yer verilmesi beklenmektedir. Öğretim programlarına paralel hazırlanan ve öğretim programlarında vurgulanan değerler, yetkinlikler, beceriler ve kazanımlara bağlı olarak hazırlanan ders kitapları değerler eğitimindeki temel araçlardan biri olarak ifade edilebilir. Buradan hareketle araştırmanın temel amacı coğrafya ders kitaplarında kök değerlerin ele alınış biçiminin ortaya konulmasıdır.

Yöntem: Bu araştırma nitel araştırma yöntemlerinden doküman analizi tekniği kullanılmıştır. Araştırılması planlanan olay ve olgularla ilgili bilgi ve veri içeren yazılı materyallerin analizi olarak da tanımlanabilecek doküman analizi nitel araştırmalarda yaygın biçimde kullanılan tekniklerden biridir (Yıldırım & Şimşek, 2018). Ekiz (2009)’e göre doküman incelemesi tekniği resmi ya da özel kurumlar tarafından hazırlanmış bilgi ve belgelerin sistemli biçimde incelenip değerlendirilmesi süreçlerini kapsayan ikincil veri elde edilen bir tekniktir. Karasar (2014) ise doküman analizini mevcut kayıt ve belgelerin sistemli bir şekilde veri kaynağı olarak ele alınması olarak tanımlamaktadır. Araştırmanın verileri Milli Eğitim Bakanlığı (MEB) tarafından liselerde ders kitabı olarak dağıtımı yapılan MEB ve Özel yayınevleri tarafından hazırlanıp Talim ve Terbiye Kurulu Başkanlığı tarafından kabul edilerek Eğitim Bilişim Ağı (EBA) üzerinden de erişime açılan ders kitaplarından toplanmıştır. Araştırmada kullanılan ders kitaplarının dijital baskılarına EBA üzerinden ulaşılmıştır. Coğrafya ders kitaplarında kök değerlere yer verilme durumuna ilişkin yapılan incelemeden elde edilen veriler nitel araştırmalarda kullanılan veri analiz yöntemlerinden betimsel analiz yöntemi ile analiz edilmiştir. Yıldırım & Şimşek (2018) betimsel analizde elde edilen verilen önceden belirlenen temalara göre özetlenip yorumlandığını, bulguları yansıtmak ve geçerliği artırmak için doğrudan alıntılara yer verilmesi gerektiğini ifade etmektedir. Verilerin geçerliğini sağlamak için araştırmacılar tarafından kitaplar ayrı ayrı taranmıştır. Taranan kitaplarda bulunan değerler tüm araştırmacılar tarafından toplu halde tekrar incelenerek nihai karar verilmiştir. Ders kitaplarında kök değerlere yer verilme durumlarını gösteren tablolar her sınıf düzeyinde ayrı ayrı verilmiştir. Verilerin güvenilirliği için her sınıf düzeyinde ders kitaplarında kök değerlerle ilgili olduğu düşünülen ifadelerden doğrudan alıntılara da yer verilmiştir.

Bulgular: 9. Sınıf MEB coğrafya ders kitabında en fazla yer verilen kök değerlerin sorumluluk (f=16) değeri olduğu görülmektedir. Sorumluluk değerini sırasıyla öz denetim, sevgi ve vatanseverlik değerleri takip

etmektedir. Adalet, dostluk, dürüstlük, sabır ve saygı değerlerine hiç yer verilmediği görülmektedir. Yine Tablo 2 incelendiğinde kök değerlere en fazla Çevre ve Toplum ünitesinde yer verilirken Beşeri Sistemler ünitesinde hiçbir kök değere yer verilmemiştir. Toplamda 9. Sınıf MEB coğrafya ders kitabında 44 defa kök değerlere yer verildiği tespit edilmiştir. Kitapta yer verilen kök değerler bazen olumlu bazen olumsuz örnekler üzerinden verilmiştir. 9. Sınıf özel yayınevi coğrafya ders kitabı incelendiğinde en fazla yer verilen kök değerinin vatanseverlik (f=12) değeri olduğu görülmektedir. Vatanseverlik değerini sırasıyla sorumluluk, öz denetim ve sevgi değerleri takip etmektedir. Adalet, dostluk, sabır ve saygı değerlerine hiç yer verilmediği görülmektedir. Kök değerlere en fazla Doğal Sistemler ünitesinde yer verilirken Küresel Ortam: Bölgeler ve Ülkeler ünitesinde hiçbir kök değere yer verilmemiştir. Toplamda 9. Sınıf özel yayınevine ait coğrafya ders kitabında 29 defa kök değerlere yer verildiği tespit edilmiştir.

10. Sınıf MEB coğrafya kitabı incelendiğinde en fazla yer verilen kök değerinin sorumluluk (f=20) değeri olduğu görülmektedir. Sorumluluk değerini sırasıyla vatanseverlik, yardımseverlik ve öz denetim değerleri takip etmektedir. Dürüstlük değerine ise hiç yer verilmediği görülmektedir. Yine Tablo 4 incelendiğinde kök değerlere en fazla çevre ve toplum ünitesinde yer verilirken en az kök değere küresel ortam: bölgeler ve ülkeler ünitesinde yer verilmiştir. Toplamda 10. Sınıf MEB coğrafya ders kitabında 56 defa kök değerlere yer verildiği tespit edilmiştir. 10. Sınıf özel yayınevine ait coğrafya kitabı incelendiğinde en fazla yer verilen kök değerinin sorumluluk (f=18) değeri olduğu görülmektedir. Sorumluluk değerini sırasıyla vatanseverlik, yardımseverlik ve öz denetim değerleri takip etmektedir. Adalet, dostluk, dürüstlük, sabır ve sevgi değerlerine ise hiç yer verilmediği görülmektedir. Kök değerlere en fazla Doğal Sistemler ünitesinde yer verilirken en az kök değere Beşeri Sistemler ile Küresel Ortam: Bölgeler ve Ülkeler ünitesinde yer verilmiştir. Toplamda 10. Sınıf özel yayınevine ait coğrafya ders kitabında 35 defa kök değerlere yer verildiği tespit edilmiştir.

11. Sınıf MEB coğrafya kitabı incelendiğinde en fazla yer verilen kök değerinin sorumluluk (f=18) değeri olduğu görülmektedir. Sorumluluk değerini sırasıyla vatanseverlik ve öz denetim değerleri takip etmektedir. Dürüstlük ve sabır değerlerine ise hiç yer verilmediği görülmektedir. Yine tablo 5 incelendiğinde kök değerlere en fazla Beşeri Sistemler ile Küresel Ortam: Bölgeler ve Ülkeler ünitelerinde yer verilirken en az kök değere Çevre ve Toplum ünitesinde yer verilmiştir. Toplamda 11. Sınıf MEB coğrafya ders kitabında 46 defa kök değerlere yer verildiği tespit edilmiştir. 11. Sınıf özel yayınevi coğrafya kitabı incelendiğinde en fazla yer verilen kök değerinin vatanseverlik (f=12) değeri olduğu görülmektedir. Vatanseverlik değerini sırasıyla sorumluluk ve dostluk değerleri takip etmektedir. Adalet, dürüstlük, sabır, sevgi ve yardımseverlik değerlerine ise hiç yer verilmediği görülmektedir. Kök değerlere en fazla Beşeri Sistemler ünitesinde yer verilirken en az kök değere Çevre ve Toplum ünitesinde yer verilmiştir. Toplamda 11. Sınıf özel yayınevi coğrafya ders kitabında 27 defa kök değerlere yer verildiği tespit edilmiştir.

12. Sınıf MEB coğrafya kitabı incelendiğinde en fazla yer verilen kök değerinin vatanseverlik (f=13) değeri olduğu görülmektedir. Vatanseverlik değerini sırasıyla öz denetim ve sorumluluk değerleri takip etmektedir. Dürüstlük ve sevgi değerlerine ise hiç yer verilmediği görülmektedir. Kök değerlere en fazla Beşeri Sistemler ünitesinde yer verilirken en az kök değere Küresel Ortam: Bölgeler ve Ülkeler ünitesinde yer verilmiştir. Toplamda 12. Sınıf MEB coğrafya ders kitabında 37 defa kök değerlere yer verildiği tespit edilmiştir.

Araştırma bulgularına bakıldığında coğrafya ders kitaplarında en fazla yer verilen kök değer toplam 274'te 99 ile sorumluluk değeri olmuştur. Bu sonuç; [Oğuz-Haçat & Demir \(2020\)](#), [Erbaş \(2021\)](#) ve [Köksal, Yaylacı-Kılıç, Yel, Erbaş & Kılcan \(2022\)](#) tarafından yapılan araştırma sonuçları ile örtüşmektedir. Coğrafya ders kitaplarında en az yer verilen kök değer ise 1 ile dürüstlük ile 3 noktada geçtikleri belirlenen adalet ve sabır değerleri olmuştur. Ortaöğretimde okutulan Coğrafya ders kitaplarının tümü (4 MEB kitabı ve 3 Özel yayınevi kitabı) incelendiğinde toplam 274 noktada kök değerlere vurgu yapıldığı araştırmacılar tarafından tespit edilmiştir. Kök değerlerin en fazla yer bulunduğu ders kitabı 10. sınıf kitapları olurken kök değerlere en fazla yer verilen ünite ise "Doğal Sistemler" olmuştur. Yayınevleri bakımından yapılan karşılaştırmada ise MEB kitaplarında kök değerlere daha fazla vurgu yapıldığı görülmüştür. [Değirmenci \(2018\)](#) tarafından yapılan araştırmada belirtildiği üzere coğrafya dersi öğretim programında değerlerle ilişkilendirilen kazanım sayısının 10. ve 11. sınıf düzeylerinde fazladır. Bu durumun ders kitaplarındaki kök değerleri etkilediği düşünülmektedir. 2018 coğrafya dersi öğretim programında yer alan ve ders kitaplarında da verilmesi beklenen kök değerlerin MEB tarafından okullarda ders kitabı

olarak okutulan MEB ve Özel yayınevlerine ait ders kitaplarında yer verilme durumları değerlendirildiğinde sınıflar düzeyinde, üniteler bazında ve kök değerlere göre düzenli dağılım göstermediği görülmektedir. Ders kitaplarında sorumluluk değerine 99, vatanseverlik değerine 80 defa yer verilmişken dürüstlük değerine 1, adalet ve sabır değerine ise 3'er defa yer verilmiştir. [Güçlü \(2019\)](#) ve [Oğuz-Haçat & Demir \(2020\)](#) tarafından yapılan çalışmalarda da sınıf düzeyi ve öğrenme alanları düzeyinde kök değerlere yer verilme derecelerinin dengeli dağılım göstermediği tespit edilmiştir.

Öneriler: Kök değerlerin ders kitaplarındaki yansımalarının ele alındığı ve coğrafya özelinde kök değerlere ilişkin sınırlı literatüre sağlayacağı katkının yanında araştırmanın bulgu ve sonuçları ışığında şu önerilere yer verilmiştir.

- Coğrafya dersi öğretim programında kök değerlerle ilişkilendirilmiş kazanım sayılarının artırılması ders kitaplarında da kök değerlere verilen yer ve önemi de artıracaktır.
- Ders kitaplarının incelenme ve kabul süreçlerinde öğretim programının temel ayaklarından olan kök değerlere yer verilme durumları daha dikkatli incelenmelidir.
- Ders kitaplarında kök değerler konuların özelliklerine göre öğrenciler aracılığıyla toplumsal farkındalık ve etki oluşturabilecek biçimde planlanmalıdır.
- Araştırmacılar tarafından öğretim programı ve coğrafya ders kitaplarında verilen kök değerlerin kazandırılma süreci ile ilgili öğretmen görüşlerini ortaya koyabilecek çalışmalar için öğretmenlere, kazandırılma düzeylerini belirleyebilmek için ise öğrencilere yönelik nitel ve nicel araştırmalar yapılabilir.

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