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İLKÖĞRETİM 3. SINIF TÜRKÇE DERS KİTAPLARININ DEĞERLER EĞİTİMİ BOYUTUYLA İNCELENMESİ

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Özet

Bu çalışmanın amacı; Türkiye’de İlköğretim 3. sınıf öğrencilerinin kullandığı Türkçe eğitimi ders kitaplarında hangi değerlere ne kadar yer verildiğinin incelenmesidir. Bu maksatla farklı yayın evleri tarafından geliştirilen/hazırlanan farklı ders kitaplarının, kazandırılmak istenen değerler açısından yeterlilik düzeyleri karşılaştırmalı olarak incelenip değerlendirilmiştir. Araştırmada nitel araştırma yöntemlerinden, doküman analizi kullanılmıştır. Dolayısıyla bu araştırma betimsel bir nitelik taşımaktadır.

Araştırmmanın evreni, Türkiye’de TTK (Talim Terbiye Kurulu) tarafından kabul edilen ve İlköğretim 3. sınıfta okutulan Türkçe ders kitaplarını kapsamaktadır. Araştırmmanın örneklemi ise MEB ve Dörtel yayinevlerine ait Türkçe ders kitaplarıdır.

Bu araştırmada öncelikle kavramsal çerçeve ile ilgili olarak, kaynak taraması yapılmıştır. Kavramsal çerçeve oluşturulduktan sonra bu çerçeve göz önünde bulundurularak, belirlenen ders kitaplarına ulaşılmıştır. Çalışma süreci başında; “Türk Millî Eğitiminin Genel Amaçları, İlköğretimim Amaçları, Ortaöğretimim Temel İlkeleri, İlköğretim Hayat Bilgisi Dersi Programı, İlköğretim Sosyal Bilgiler Dersi Programı, İlköğretim Din Kültürü ve Ahlak Bilgisi Dersi Programı, Türkçe Dersi Genel Amaçları, Millî Eğitim Bakanlığı Talim Terbiye Kurulu Başkanlığı’nın 8 Eylül 2010 tarihli 2010/53 Sayılı (İlk Ders Konulu) genelgesinden hareketle değerler tespit edilmiştir. Bu doğrultuda hazırlanan “Değerler Tablosu” (Ek-1) çalışmanın veri toplama aracı olarak belirlenmiştir. Çalışmanın yapılacakı farklı yayinevlerine ait ders kitapları, belirlenen değerler açısından incelenmiş ve karşılaştırmalar yapılmıştır. İnceleme ve karşılaştırmalar hem tema bazında hem de kitap bazında yapılmıştır. Tespit edilen değerlerin söz konusu ders kitaplarında kullanılma düzeylerini belirlemek için frekans ve yüzde hesaplamaları yapılmıştır. Dörtel Yayıncılık'a ait Türkçe ders kitabında 66 değerin kitapta yer alan 40 metinde toplam 252 kere kullanıldığı görülmüştür. MEB Yayınları'na ait Türkçe ders kitabında 58 değerin kitapta yer alan 40 metinde toplam 195 kere kullanıldığı görülmüştür.

Tema bazında elde edilen verilerden 8 temadan 6 tanesinde Dörtel Yayıncılığa ait Türkçe ders kitabının; 2 tanesinde MEB Yayınlarına ait Türkçe ders kitabının diğer yayinevine göre daha fazla değer türüne ve sayısına sahip olduğu tespit edilmiştir. Kitap bazında elde edilen verilerden Dörtel Yayıncılığa ait Türkçe ders kitabının, MEB Yayınlarına ait Türkçe ders kitabına göre daha fazla değer türüne ve sayısına sahip olduğu tespit edilmiştir.

Anahtar Kelimeler: *değerler eğitimi, ders kitabı, tema, ilköğretim 3. Sınıf*

(AN EXAMINATION OF 3RD GRADE PRIMARY SCHOOL TURKISH LANGUAGE TEXTBOOKS FROM A VALUES EDUCATION PERSPECTIVE.)

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Abstract

The purpose of this study; It is an examination of which values are included in the Turkish education textbooks used by 3rd grade primary school students in Turkey. For this purpose, the adequacy levels of different textbooks developed/prepared by different publishing houses were comparatively examined and evaluated in terms of the values to be imparted. Document analysis, one of the qualitative research methods, was used in the research. Therefore, this research has a descriptive nature.

The universe of the research includes Turkish textbooks accepted by TTK (Board of Education and Discipline) in Turkey and taught in the 3rd grade of primary school. The sample of the research is Turkish textbooks belonging to MEB and Dörtel publishing houses.

In this research, firstly, a literature review was conducted regarding the conceptual framework. After the conceptual framework was created, the determined textbooks were reached, taking this framework into consideration. At the beginning of the working process; "General Aims of Turkish National Education, Aims of Primary Education, Basic Principles of Secondary Education, Primary Education Life Sciences Course Programme, Primary Education Social Studies Course Programme, Primary Education Religious Culture and Morals Course Programme, General Aims of Turkish Language Course of the Ministry of National Education Board of Education and Discipline were examined. The values of the circular numbered 1010/53 were determined (First Lesson Subject) dated September 2010. The "Table of Values" prepared in this direction was determined as the data collection tool of the study. Textbooks belonging to different publishing houses where the study will be conducted were examined in terms of the determined values and comparisons were made. Reviews and comparisons were made both on a theme basis and on a book basis. Frequency and percentage calculations were made to determine the usage levels of the determined values in the textbooks in question. It was observed that in the Turkish textbook of Dörtel Publishing, 66 values were used 252 times in total in 40 texts in the book. It was observed that in the Turkish textbook of MEB Publications, 58 values were used 195 times in total in 40 texts in the book.

According to the data obtained on the basis of themes the Turkish textbook belonging to Dörtel Publishing; In 2 of them, it was determined that the Turkish textbook belonging to MEB Publications had more value types and numbers than the other publishing house. From the data obtained on a book basis, it has been determined that the Turkish textbook belonging

to Dörtel Publishing has more value types and numbers than the Turkish textbook belonging to MEB Publications.

Keywords: *values education, textbook, theme, primary school 3rd Class.*

Giriş

Material and spiritual elements that include the scientific, economic, cultural and social values of a nation can be defined as "value" (TDK, 2007). In addition, values are the rules that form its basis (Halstead, 1996: 6). Values are the patterns that people use to evaluate and judge. They play a role in distinguishing or choosing the good and the bad or the best among the good. Values represent ideal goals to be achieved. Dunlop stated that it is correct to define value as good or bad or both (Dunlop, 1996: 69). Garia, on the other hand, states that values can be both positive and negative; He stated that it can be evaluated both abstractly and concretely (Garia et al., 2005). While it is stated that moral values are associated with religion and form the basis of religion (Nesbitt and Henderson, 2003: 77), from a social perspective, Kluckhohn defines the tools used to achieve the desired things in a society as values. (Kluckhohn, 1951: 395). Philosophical movements have looked at and evaluated the concept of value from different perspectives. Idealists saw values as universal principles that were the same everywhere, and realists argued that the laws of nature should be taken as basis in the formation of values. Pragmatists stated that values can be shaped differently according to situations, and existentialists stated that people's own will should have a say in choosing values (Orstein and Levin, 1997; Quoted in: Akbaba-Altun, 2003: 9).

Values education is defined as lifelong education given to individuals to contribute to their sense of responsibility and development, thus adapting them to society (Halstead, 1996: 8). In Australia, values education has taken its place in the educational program as direct or indirect activities implemented through the school, designed to help students recognize values and bring their talents to light (DEST, 2005: 2). Tapper stated that values are acceptable or rejectable, and defined values education as a method of teaching values where the student makes this decision from a critical perspective (Tapper, 2007; Cited in: Uysal, 2008: 8).

While values education has long been present in our educational programs, it has become more systematic and comprehensive in recent years. The importance of values education is now emphasized more. The values to be instilled have been listed and have found their place in the annual plans in the 2013-2014 academic year. Based on the National Education Basic Law No. 1739, Article 5 of the Preschool Education Institutions Regulation, Article 5, paragraph c of the Vocational and Technical Education Regulation, the provisions of the Primary Education Institutions Regulation No. 229 of the Ministry of National Education's Board of Education, paragraphs b and c of Article 5 of the Secondary Education Institutions Regulation, the Ministry of National Education's Guidance and Psychological Counseling Services Regulation, the Ministry of National Education's Strategic Plan, the Provincial National Education Directorates' Strategic Plans, the 18th National Education Council Workshop Report, and Circular No. 2010/53 (on the First Lesson), national education directorates in general, and schools and even classes in particular, have incorporated values education into the education and training process by making internal plans and determining activities. Textbooks are one of the most important tools in the transmission of values. National, religious, and universal values are conveyed to students through the works included in textbooks (Alan, 2012:1). Therefore, the texts in textbooks must have a high degree of adequacy in instilling these values. A literature review revealed a significant increase in studies on values education, particularly in recent years, and only a few textbook reviews have been conducted in this regard (Sezer, 2005; Rençber, 2009; Karagöz, 2009; Akyol, 2010). While these studies

are generally limited to a single theme, subject, or grade level, no study comparing textbooks from different publishers has been found. This study examines Turkish language textbooks from different publishers used in the 3rd grade of primary school from the perspective of values education. The question "What is the level of inclusion of the values intended to be instilled within the scope of values education in Turkish language textbooks used in the 3rd grade of primary school?" expresses the problem of this study. Furthermore, the adequacy of textbooks from different publishers in this regard has been compared, and analyses have been conducted at the theme and text levels.

Research Objective

The aim of this research is to examine the Turkish language textbooks used in 3rd grade primary school during the 2013-2014 academic year from the perspective of values education and to compare the textbooks of different publishers for the same subject within this framework. The problems addressed in this context are:

- 1- To what extent are the values given importance in the Turkish language textbooks used in 3rd grade primary school?
- 2- To what extent are the textbooks of different publishers prepared for the same subject sufficient in terms of the values intended to be instilled?

Significance and Justification of the Research

As a result of this study, the adequacy of Turkish language textbooks used in 3rd grade primary school in terms of values education is revealed, and textbooks of different publishers are compared with each other in terms of values education on a subject basis. One of the most effective tools that can be used in instilling values is undoubtedly textbooks. In this respect, it is expected that the study will contribute to increasing the effectiveness of textbooks. The findings obtained will be presented to the attention of relevant parties.

Limitations of the Study

In determining the values included in the study, only the General Aims of Turkish National Education, the Aims of Primary Education, the Basic Principles of Secondary Education, the Primary School Life Skills Curriculum, the Primary School Social Studies Curriculum, the Primary School Religious Culture and Moral Knowledge Curriculum, and the General Aims of the Turkish Language Course, as well as the Ministry of National Education's Curriculum and Instruction Board's circular no. 2010/53 dated September 8, 2010 (on the subject of the first lesson), were adhered to.

Only textbooks were used in the analysis of the values; student workbooks were excluded from the study. The General Aims of Turkish National Education, the Aims of Primary Education, the Basic Principles of Secondary Education, the Primary School Life Skills Curriculum, the Primary School Social Studies Curriculum, the Primary School Religious Culture and Moral Knowledge Curriculum, and the General Aims of the Turkish Language Course, as well as some of the values identified in accordance with the Ministry of National Education's Curriculum and Instruction Board's circular no. 2010/53 dated September 8, 2010 (on the subject of the first lesson), contain closely related meanings. These values have been grouped under a single heading.

In the texts and activities included in the textbooks, sometimes a single sentence addresses more than one value. These sentences have been accepted as examples for all the values they address.

Some sentences or activities, while not directly containing the value, imply that value. These elements that transmit values through implication have also been accepted as examples. The 3rd grade Turkish language textbooks included in this study are limited to those published in the 2013-2014 academic year.

Assumptions

Our study was conducted based on the following assumptions:

It is assumed that values can also be instilled in the target audience through textbooks.

It is considered that the literature review studies conducted are sufficient to adequately reflect the subject in terms of revealing the infrastructure, importance, and conceptual framework of the problem topic.

It is assumed that the determined values are comprehensive and encompass all the values targeted within the scope of values education.

The research is based on the assumption that the sources accessible through the literature review provide valid and reliable information; and that the sample has sufficient representation of the population within the specified conditions and limitations.

It is thought that the Values Review Form used in the research will measure the specified values.

The research is limited to the evaluation of the measured values in textbooks and the researcher's opinions.

Theoretical Framework and Related Researches

Kılıç (2009) in his study titled “Religious and Moral Values in One Hundred Essential Works” examined ten of these works through a survey. In this study, values were classified as religious and moral dimensions. Religious values included beliefs in God, religion, prophets, prayer, the afterlife, and angels; oaths, gratitude, death, religious terms and symbols, and superstitions; while moral values included courage, justice, loyalty, faithfulness, etc., as well as stealing, lying, deception, arrogance, and selfishness—both positive and negative moral qualities.

Güngör (1993) conducted a study on the psychology of values. The study explained the relationship between moral values and social, economic, and aesthetic values.

Sezer (2005) examined Turkish language textbooks used in the first stage of primary education from a values perspective and concluded that only certain values were emphasized in the textbooks. The content of the “Values Review Form” used in the study was formed by the objectives expressed in the general aims of National Education.

Sen (2007) created the sample of her study from 58 books selected from the 100 Essential Works reading books and examined these books in terms of value transmission.

Rençber (2009) evaluated the texts, subtext questions, and assessment tests of Turkish language textbooks used in the 6th, 7th, and 8th grades of primary school in the last eight years

in light of national and religious values. Examples of national/religious values obtained from these textbooks were determined by the indexing method and then classified according to their topics.

Karagöz (2009) also used textbooks in her research, and the sample of her study consisted of 48 texts from the 6th and 7th grade Turkish language textbooks sent to Muğla province in the 2006-2007 academic year. She examined the values in these textbooks and determined the distribution and proportions of values in the texts. The "Evaluation Form" used in the study consisted of 73 values.

Öğretici (2011) conducted a study on the effectiveness of activities related to sensitivity and responsibility values applied in social studies lessons to 6th grade primary school students. As a result of the research, she found that classroom activities conducted in this direction increased awareness. Her findings showed that the structure of textbooks and the curriculum was not very suitable for values education.

Coşkun (2011) limited her research to the values of being responsible, sensitivity to the natural environment and historical heritage, respect for the National Anthem and the flag, and tolerance, which are included in the 5th grade primary school social studies curriculum; she made an assessment of how well students perceived these values. In this context, she reached the following conclusions:

1- The values of sensitivity to the natural environment and historical heritage and patriotism were expressed more strongly and consistently by students compared to other values. Sensitivity towards these values is high.

2- It can be said that the value of being responsible was not fully internalized by the students; they had knowledge of it but could not apply it sufficiently in practice. 3- Regarding the value of tolerance, it was thought that students' tolerance rate was directly proportional to their recognition rate.

METHOD

Research Methodology

The research utilized document analysis, a qualitative research method. Document analysis involves analyzing written materials containing information about the phenomenon or phenomena targeted for research (Şimşek and Yıldırım, 2004: 153). The research is descriptive in nature.

Population and Sample / Data Sources

The population of the research includes the Turkish language textbooks used in the 3rd grade of primary school, as approved by the Turkish Language Association. The sample of the research is within the same scope as the population and consists of books from the two publishing houses listed below:

1. 3rd Grade Turkish Language Textbook: Ministry of National Education Publications
2. 3rd Grade Turkish Language Textbook: Dörtel Publishing House

Data Collection Techniques/Tools

In this research, a literature review was first conducted regarding the conceptual framework. After establishing the conceptual framework, the selected textbooks were obtained, taking this framework into consideration. The values were determined based on the General Aims of Turkish National Education, the Aims of Primary Education, the Basic Principles of Secondary Education, the Primary School Life Skills Curriculum, the Primary School Social Studies Curriculum, the Primary School Religious Culture and Moral Knowledge Curriculum, the General Aims of the Turkish Language Course, and the Ministry of National Education's Board of Education's circular no. 2010/53 dated September 8, 2010 (on the subject of the first course).

The "Values Table" (Appendix-1), prepared in this context, was chosen as the data collection tool for the study. Textbooks from different publishing houses were examined and compared in terms of the determined values. The examination and comparison were carried out both thematically and by book.

Process/Application

Table 1. Process Implementation Table

Tasks to be done/Timeline	2013-2014 Spring semester				
	February	March	April	May	June
Development of literature review and compilation					
Data collection					
Data analysis					
Data imperation					
Thesis writing					

Data Analysis

The obtained data were transferred to a computer environment and the SPSS program was used. Frequency and percentage calculations were made to determine the level of use of the identified values in the textbooks in question. Calculations were made both on a book basis and on a theme basis.

Validity and Reliability

The measurement tool created in the research has sufficient validity and reliability as it was prepared based on the General Objectives of Turkish National Education, the Objectives of Primary Education, the Basic Principles of Secondary Education, the Primary Education Life Skills Curriculum, the Primary Education Social Studies Curriculum, the Primary Education Religious Culture and Moral Knowledge Curriculum, the General Objectives of the Turkish Language Course, and the Ministry of National Education's Curriculum and Instruction Board Presidency's circular no. 2010/53 dated September 8, 2010 (on the subject of the first course).

Findings

Findings by Theme

Turkish language textbooks from 2 different publishing houses used in 3rd grade primary school classes during the 2013-2014 academic year were scanned for 75 defined values, and the results were compared by theme. The comparison results are as follows:

Table 3. Findings Related to the Atatürk Theme

VALUES	DÖRTEL PUBLISHING	NUMBER OF TEXTS CONTAINING VALUES ACCORDING TO PUBLISHING HOUSES			
		f	%	f	%
Justice, equality, and impartiality	-	0	0	-	0
Seriousness	-	0	0	-	0
Moral conduct	-	0	0	-	0
Respect for family and relatives	-	0	0	-	0
Humility	1	20	-	-	0
Habit-making something a habit	-	0	0	-	0
Being inquisitive	1	20	-	-	0
Perseverance and determination	2	40	-	-	0
Peace	-	0	1	20	
Success	3	60	1	20	
Respect for the rights of others - sensitivity	-	0	-	-	0
Skillfulness - skill development	-	0	-	-	0
Knowing or learning ways and techniques to access information	-	0	-	-	0
Scientific approach	-	0	-	-	0
Courage	-	0	-	-	0
Generosity	-	0	-	-	0
Modernity	1	20	-	-	0
Diligence-diligence	1	20	1	20	

Versatility	-	0	-	0
Democracy	1	20	1	20
Language awareness - using Turkish correctly, effectively, and beautifully	-	0	-	0
Respect for nature, living and non-living things	-	0	1	20
Speaking correctly and appropriately	-	0	-	0
Truthfulness, honesty	1	20	2	40
Friendship	-	0	-	0
Critical-inquisitiveness	1	20	-	0
Empathy	-	0	-	0
Aesthetics	3	60	4	80
Self-sacrifice	1	20	1	20
Entrepreneurial spirit	-	0	-	0
Etiquette and courtesy	1	20	1	20
Trust	1	20	1	20
Security and protection Providing	1	20	2	40
Exercising and protecting one's rights	-	0	-	0
Tolerance and understanding	-	0	-	0
Chastity	-	0	-	0
Emphasis on communication	1	20	-	0
Cooperation and teamwork, working together, solidarity	-	0	1	20
Being good, doing good, and helpful	1	20	1	20
Decision-making	2	40	1	20
Effective use of resources, frugality, and contentment	-	0	-	0
Adopting cultural and national elements	5	100	4	80
Having a profession and understanding its importance	-	0	1	20
Hospitality	-	0	-	0
Reading and emphasizing reading	-	0	-	0
Moderation	-	0	-	0
Avoiding prejudice	-	0	-	0
Freedom	2	40	4	80
Self-confidence	-	0	-	0
Self-respect	-	0	-	0
Self-management	1	20	1	20
Sharing	-	0	-	0
Planning and organization	2	40	-	0
Patience	1	20	-	0
Awareness of the value of health	-	0	-	0
Respect for art and artists, works and their owners, science and scientists, sports and athletes, labor and laborers, etc. Valuing	-	0	-	0
Respect	-	0	1	20
Love	2	40	1	20
Responsibility	-	0	-	0
Problem-solving	-	0	1	20
Emphasis on social interaction	-	0	-	0
Compassion and empathy	-	0	2	40
Emphasis on experience and gaining experience	1	20	1	20
Being cautious	1	20	-	0
Using technology and information technologies	-	0	-	0
Being clean, tidy, and meticulous	-	0	1	20
Sociality	4	80	1	20
Being hopeful	-	0	-	0
Being adaptable	-	0	-	0
Being productive and creatively thinking	1	20	-	0
Patriotism and civic consciousness	4	80	2	40
Loyalty and faithfulness	1	20	-	0
Establishing healthy relationships with close environment	-	0	-	0
Being innovative	2	40	2	40
Acting appropriately and correctly	-	0	-	0

Table 4. Themes Related to the Individual and Society

Theme Name: Individual and Society
 Number of Texts in Each Publishing House for the Theme: 5

VALUES	NUMBER OF TEXTS CONTAINING VALUES ACCORDING TO PUBLISHING HOUSES			
	DÖRTEL PUBLISHING		MEB PUBLICATIONS	
	f	%	f	%
Justice, equality, and impartiality	-	0	1	20
Seriousness	-	0	1	20
Moral conduct	-	0	-	0
Respect for family and relatives	2	40	1	20
Humility	-	0	-	0
Habit-making something a habit	1	20	-	0
Being inquisitive	-	0	-	0
Perseverance and determination	2	40	1	20
Peace	-	0	-	0
Success	1	20	1	20
Respect for the rights of others - sensitivity	1	20	-	0
Skillfulness - skill development	2	40	1	20
Knowing or learning ways and techniques to access information	1	20	-	0
Scientific approach	-	0	-	0
Courage	-	0	1	20
Generosity	1	20	-	0
Modernity	-	0	-	0
Diligence-diligence	2	40	-	0
Versatility	-	0	-	0
Democracy	-	0	1	20
Language awareness - using Turkish correctly, effectively, and beautifully	-	0	-	0
Respect for nature, living and non-living things	1	20	1	20
Speaking correctly and appropriately	-	0	-	0
Truthfulness, honesty	-	0	-	0
Friendship	1	20	1	20
Critical-inquisitiveness	1	20	-	0
Empathy	4	80	-	0
Aesthetics	4	80	3	60
Self-sacrifice	-	0	-	0
Entrepreneurial spirit	-	0	-	0
Etiquette and courtesy	2	40	2	40
Trust	-	0	-	0
Security and protection Providing	-	0	-	0
Exercising and protecting one's rights	-	0	1	20
Tolerance and understanding	-	0	-	0
Chastity	-	0	-	0
Emphasis on communication	2	40	-	0
Cooperation and teamwork, working together, solidarity	1	20	-	0
Being good, doing good, and helpful	-	0	-	0
Decision-making	2	40	-	0
Effective use of resources, frugality, and contentment	-	0	-	0
Adopting cultural and national elements	-	0	-	0

Having a profession and understanding its importance	1	20	-	0
Hospitality	-	0	-	0
Reading and emphasizing reading	2	40	-	0
Moderation	-	0	-	0
Avoiding prejudice	1	20	-	0
Freedom	1	20	-	0
Self-confidence	1	20	-	0
Self-respect	-	0	1	20
Self-management	-	0	-	0
Sharing	1	20	-	0
Planning and organization	-	0	-	0
Patience	-	0	-	0
Awareness of the value of health	-	0	-	0
Respect for art and artists, works and their owners, science and scientists, sports and athletes, labor and laborers, etc. Valuing	1	20	-	0
Respect	-	0	-	0
Love	2	40	3	60
Responsibility	-	0	1	20
Problem-solving	2	40	-	0
Emphasis on social interaction	1	20	-	0
Compassion and empathy	-	0	-	0
Emphasis on experience and gaining experience	1	20	-	0
Being cautious	1	20	-	0
Using technology and information technologies	-	0	-	0
Being clean, tidy, and meticulous	-	0	-	0
Sociality	-	0	-	0
Being hopeful	1	20	-	0
Being adaptable	-	0	1	20
Being productive and creatively thinking	1	20	-	0
Patriotism and civic consciousness	-	0	-	0
Loyalty and faithfulness	1	20	-	0
Establishing healthy relationships with close environment	2	40	-	0
Being innovative	-	0	-	0
Acting appropriately and correctly	-	0	-	0

Table 5. Findings Related to the Theme of Our Values

Theme Name: Our Values

Number of Texts in Each Publishing House for the Theme: 5

VALUES	DÖRTEL PUBLISHING	NUMBER OF TEXTS CONTAINING VALUES ACCORDING TO PUBLISHING HOUSES			
		f	%	f	%
Justice, equality, and impartiality	-	0	0	-	0
Seriousness	-	0	0	-	0
Moral conduct	-	0	0	-	0
Respect for family and relatives	2	40	-	0	0
Humility	-	0	0	-	0
Habit-making something a habit	-	0	0	-	0
Being inquisitive	-	0	0	-	0
Perseverance and determination	-	0	0	1	20
Peace	-	0	0	1	20
Success	1	20	-	1	20
Respect for the rights of others - sensitivity	-	0	0	1	20

Skillfulness - skill development	2	40	-	0
Knowing or learning ways and techniques to access information	-	0	1	20
Scientific approach	-	0	-	0
Courage	1	20	-	0
Generosity	1	20	-	0
Modernity	-	0	-	0
Diligence-diligence	-	0	1	20
Versatility	-	0	-	0
Democracy	-	0	-	0
Language awareness - using Turkish correctly, effectively, and beautifully	-	0	-	0
Respect for nature, living and non-living things	1	20	-	0
Speaking correctly and appropriately	-	0	-	0
Truthfulness, honesty	1	20	1	20
Friendship	-	0	-	0
Critical-inquisitiveness	-	0	-	0
Empathy	-	0	-	0
Aesthetics	2	40	1	20
Self-sacrifice	1	20	-	0
Entrepreneurial spirit	-	0	-	0
Etiquette and courtesy	-	0	1	20
Trust	-	0	-	0
Security and protection Providing	1	20	-	0
Exercising and protecting one's rights	-	0	-	0
Tolerance and understanding	-	0	-	0
Chastity	-	0	-	0
Emphasis on communication	-	0	-	0
Cooperation and teamwork, working together, solidarity	1	20	2	40
Being good, doing good, and helpful	2	40	-	0
Decision-making	-	0	-	0
Effective use of resources, frugality, and contentment	1	20	1	20
Adopting cultural and national elements	5	100	4	80
Having a profession and understanding its importance	-	0	-	0
Hospitality	-	0	-	0
Reading and emphasizing reading	-	0	-	0
Moderation	-	0	-	0
Avoiding prejudice	-	0	-	0
Freedom	2	40	-	0
Self-confidence	-	0	-	0
Self-respect	-	0	-	0
Self-management	-	0	-	0
Sharing	-	0	1	20
Planning and organization	-	0	-	0
Patience	-	0	1	20
Awareness of the value of health	-	0	1	20
Respect for art and artists, works and their owners, science and scientists, sports and athletes, labor and laborers, etc. Valuing	1	20	-	0
Respect	1	20	-	0
Love	1	20	2	40
Responsibility	1	20	-	0
Problem-solving	1	20	-	0
Emphasis on social interaction	1	20	-	0
Compassion and empathy	-	0	-	0
Emphasis on experience and gaining experience	1	20	-	0
Being cautious	-	0	-	0
Using technology and information technologies	1	20	-	0
Being clean, tidy, and meticulous	1	20	-	0
Sociality	1	20	1	20
Being hopeful	-	0	1	20

Being adaptable	-	0	-	0
Being productive and creatively thinking	-	0	1	20
Patriotism and civic consciousness	1	20	-	0
Loyalty and faithfulness	2	40	-	0
Establishing healthy relationships with close environment	-	0	1	20
Being innovative	-	0	-	0
Acting appropriately and correctly	1	20	-	0

Table 6. Findings Related to Our World and Space

Theme Name: Our World and Space
Number of Texts in Each Publishing House for the Theme: 5

VALUES	NUMBER OF TEXTS CONTAINING VALUES ACCORDING TO PUBLISHING HOUSES			
	DÖRTEL PUBLISHING	MEB PUBLICATIONS	f	%
Justice, equality, and impartiality	-	0	-	0
Seriousness	1	20	-	0
Moral conduct	-	0	-	0
Respect for family and relatives	1	20	-	0
Humility	-	0	-	0
Habit-making something a habit	1	20	-	0
Being inquisitive	1	20	1	20
Perseverance and determination	1	20	1	20
Peace	-	0	-	0
Success	-	0	-	0
Respect for the rights of others - sensitivity	-	0	-	0
Skillfulness - skill development	-	0	-	0
Knowing or learning ways and techniques to access information	-	0	-	0
Scientific approach	-	0	-	0
Courage	-	0	-	0
Generosity	1	20	-	0
Modernity	-	0	-	0
Diligence-diligence	1	20	2	40
Versatility	1	20	-	0
Democracy	-	0	-	0
Language awareness - using Turkish correctly, effectively, and beautifully	-	0	-	0
Respect for nature, living and non-living things	2	40	1	20
Speaking correctly and appropriately	-	0	-	0
Truthfulness, honesty	-	0	-	0
Friendship	1	20	2	40
Critical-inquisitiveness	-	0	-	0
Empathy	-	0	-	0
Aesthetics	3	60	3	60
Self-sacrifice	1	20	-	0
Entrepreneurial spirit	-	0	-	0
Etiquette and courtesy	1	20	-	0
Trust	-	0	-	0
Security and protection Providing	-	0	1	20
Exercising and protecting one's rights	-	0	-	0
Tolerance and understanding	-	0	-	0
Chastity	-	0	-	0
Emphasis on communication	-	0	-	0

Cooperation and teamwork, working together, solidarity	-	0	1	20
Being good, doing good, and helpful	-	0	-	0
Decision-making	-	0	1	20
Effective use of resources, frugality, and contentment	-	0	-	0
Adopting cultural and national elements	-	0	-	0
Having a profession and understanding its importance	-	0	-	0
Hospitality	-	0	-	0
Reading and emphasizing reading	-	0	-	0
Moderation	-	0	-	0
Avoiding prejudice	-	0	-	0
Freedom	-	0	-	0
Self-confidence	-	0	-	0
Self-respect	-	0	-	0
Self-management	1	20	-	0
Sharing	-	0	-	0
Planning and organization	-	0	-	0
Patience	1	20	-	0
Awareness of the value of health	-	0	-	0
Respect for art and artists, works and their owners, science and scientists, sports and athletes, labor and laborers, etc. Valuing	1	20	-	0
Respect	-	0	-	0
Love	1	20	1	20
Responsibility	1	20	-	0
Problem-solving	-	0	-	0
Emphasis on social interaction	-	0	-	0
Compassion and empathy	-	0	-	0
Emphasis on experience and gaining experience	-	0	-	0
Being cautious	-	0	1	20
Using technology and information technologies	-	0	-	0
Being clean, tidy, and meticulous	-	0	1	20
Sociality	-	0	1	20
Being hopeful	-	0	-	0
Being adaptable	-	0	-	0
Being productive and creatively thinking	-	0	-	0
Patriotism and civic consciousness	-	0	-	0
Loyalty and faithfulness	-	0	1	20
Establishing healthy relationships with close environment	-	0	-	0
Being innovative	-	0	-	0
Acting appropriately and correctly	-	0	1	20

Table 7. Findings Relayed to Imagination Power

Theme Name: Imagination Power
Number of Texts in Each Publishing House for the Theme: 5

VALUES	NUMBER OF TEXTS CONTAINING VALUES ACCORDING TO PUBLISHING HOUSES			
	DÖRTEL PUBLISHING		MEB PUBLICATIONS	
	f	%	f	%
Justice, equality, and impartiality	-	0	-	0
Seriousness	-	0	-	0
Moral conduct	-	0	-	0

Respect for family and relatives	-	0	-	0
Humility	-	0	-	0
Habit-making something a habit	-	0	-	0
Being inquisitive	-	0	1	20
Perseverance and determination	-	0	1	20
Peace	1	20	-	0
Success	-	0	1	20
Respect for the rights of others - sensitivity	-	0	-	0
Skillfulness - skill development	2	40	-	0
Knowing or learning ways and techniques to access information	-	0	-	0
Scientific approach	-	0	-	0
Courage	-	0	-	0
Generosity	3	60	-	0
Modernity	-	0	-	0
Diligence-diligence	1	20	1	20
Versatility	-	0	-	0
Democracy	-	0	-	0
Language awareness - using Turkish correctly, effectively, and beautifully	-	0	-	0
Respect for nature, living and non-living things	1	20	-	0
Speaking correctly and appropriately	-	0	-	0
Truthfulness, honesty	-	0	-	0
Friendship	2	40	-	0
Critical-inquisitiveness	2	40	-	0
Empathy	1	20	1	20
Aesthetics	3	60	2	40
Self-sacrifice	-	0	-	0
Entrepreneurial spirit	-	0	-	0
Etiquette and courtesy	1	20	1	20
Trust	-	0	-	0
Security and protection Providing	1	20	-	0
Exercising and protecting one's rights	-	0	-	0
Tolerance and understanding	1	20	-	0
Chastity	-	0	-	0
Emphasis on communication	-	0	-	0
Cooperation and teamwork, working together, solidarity	-	0	-	0
Being good, doing good, and helpful	2	40	-	0
Decision-making	-	0	1	20
Effective use of resources, frugality, and contentment	-	0	-	0
Adopting cultural and national elements	-	0	-	0
Having a profession and understanding its importance	-	0	-	0
Hospitality	1	20	-	0
Reading and emphasizing reading	-	0	-	0
Moderation	-	0	-	0
Avoiding prejudice	-	0	-	0
Freedom	-	0	-	0
Self-confidence	-	0	-	0
Self-respect	-	0	-	0
Self-management	-	0	-	0
Sharing	1	20	-	0
Planning and organization	-	0	1	20
Patience	1	20	-	0
Awareness of the value of health	-	0	-	0
Respect for art and artists, works and their owners, science and scientists, sports and athletes, labor and laborers, etc. Valuing	-	0	1	20
Respect	-	0	-	0
Love	3	60	2	40
Responsibility	-	0	-	0
Problem-solving	-	0	1	20

Emphasis on social interaction	-	0	-	0
Compassion and empathy	-	0	-	0
Emphasis on experience and gaining experience	-	0	1	20
Being cautious	-	0	-	0
Using technology and information technologies	-	0	-	0
Being clean, tidy, and meticulous	-	0	-	0
Sociality	1	20	1	20
Being hopeful	-	0	-	0
Being adaptable	-	0	-	0
Being productive and creatively thinking	-	0	3	60
Patriotism and civic consciousness	-	0	-	0
Loyalty and faithfulness	-	0	-	0
Establishing healthy relationships with close environment	-	0	-	0
Being innovative	1	20	-	0
Acting appropriately and correctly	-	0	-	0

Table 8. Findings Related to Play and Sport

Theme Name: Play and Sport

Number of Texts in Each Publishing House for the Theme: 5

	NUMBER OF TEXTS CONTAINING VALUES ACCORDING TO PUBLISHING HOUSES			
	DEĞERLER	ÖRTEL PUBLISHING	MEB PUBLICATIONS	
	f	%	f	%
Justice, equality, and impartiality	1	20	-	0
Seriousness	-	0	-	0
Moral conduct	-	0	-	0
Respect for family and relatives	1	20	-	0
Humility	-	0	-	0
Habit-making something a habit	-	0	-	0
Being inquisitive	-	0	-	0
Perseverance and determination	-	0	-	0
Peace	-	0	1	20
Success	-	0	-	0
Respect for the rights of others - sensitivity	1	20	1	20
Skillfulness - skill development	-	0	-	0
Knowing or learning ways and techniques to access information	-	0	-	0
Scientific approach	-	0	-	0
Courage	1	20	-	0
Generosity	-	0	-	0
Modernity	-	0	-	0
Diligence-diligence	1	20	2	40
Versatility	-	0	-	0
Democracy	-	0	-	0
Language awareness - using Turkish correctly, effectively, and beautifully	-	0	-	0
Respect for nature, living and non-living things	-	0	1	20
Speaking correctly and appropriately	-	0	-	0
Truthfulness, honesty	-	0	-	0
Friendship	1	20	2	40
Critical-inquisitiveness	-	0	-	0
Empathy	-	0	-	0
Aesthetics	1	20	1	20
Self-sacrifice	-	0	-	0
Entrepreneurial spirit	-	0	-	0

Etiquette and courtesy	-	0	-	0
Trust	-	0	-	0
Security and protection Providing		0	2	40
Exercising and protecting one's rights	-	0	1	20
Tolerance and understanding		0	-	0
Chastity	-	0	-	0
Emphasis on communication	-	0	-	0
Cooperation and teamwork, working together, solidarity	-	0	2	40
Being good, doing good, and helpful	2	40	1	20
Decision-making	-	0	1	20
Effective use of resources, frugality, and contentment	1	20	-	0
Adopting cultural and national elements	-	0	-	0
Having a profession and understanding its importance	-	0	-	0
Hospitality	-	0	-	0
Reading and emphasizing reading	-	0	-	0
Moderation	-	0	1	20
Avoiding prejudice	-	0	-	0
Freedom	1	20	-	0
Self-confidence	1	20	1	20
Self-respect	-	0	-	0
Self-management	-	0	-	0
Sharing	-	0	-	0
Planning and organization	-	0	-	0
Patience	1	20	-	0
Awareness of the value of health	-	0	-	0
Respect for art and artists, works and their owners, science and scientists, sports and athletes, labor and laborers, etc. Valuing	1	20	-	0
Respect	-	0	-	0
Love	1	20	3	60
Responsibility	-	0	-	0
Problem-solving	-	0	1	20
Emphasis on social interaction	-	0	-	0
Compassion and empathy	-	0	1	20
Emphasis on experience and gaining experience	1	20	-	0
Being cautious	-	0	1	20
Using technology and information technologies	-	0	-	0
Being clean, tidy, and meticulous	-	0	1	20
Sociality	-	0	-	0
Being hopeful	-	0	-	0
Being adaptable	-	0	-	0
Being productive and creatively thinking	-	0	-	0
Patriotism and civic consciousness	-	0	-	0
Loyalty and faithfulness	-	0	-	0
Establishing healthy relationships with close environment	1	20	-	0
Being innovative	-	0	-	0
Acting appropriately and correctly	-	0	-	0

Table 9. Findings Related to Environment and Health

Theme Name: Health and Environment
Number of Texts in Each Publishing House for the Theme: 5

NUMBER OF TEXTS CONTAINING VALUES
ACCORDING TO PUBLISHING HOUSES

VALUES	DÖRTEL PUBLISHING		MEB PUBLICATIONS	
	f	%	f	%
Justice, equality, and impartiality	-	0	-	0
Seriousness	-	0	-	0
Moral conduct	-	0	-	0
Respect for family and relatives	1	20	-	0
Humility	-	0	-	0
Habit-making something a habit	-	0	-	0
Being inquisitive	-	0	1	20
Perseverance and determination	-	0	-	0
Peace	-	0	-	0
Success	-	0	-	0
Respect for the rights of others - sensitivity	-	0	-	0
Skillfulness - skill development	-	0	1	20
Knowing or learning ways and techniques to access information	-	0	-	0
Scientific approach	-	0	-	0
Courage	-	0	-	0
Generosity	-	0	-	0
Modernity	-	0	-	0
Diligence-diligence	-	0	1	20
Versatility	-	0	-	0
Democracy	-	0	-	0
Language awareness - using Turkish correctly, effectively, and beautifully	-	0	-	0
Respect for nature, living and non-living things	2	40	2	40
Speaking correctly and appropriately	-	0	-	0
Truthfulness, honesty	1	20	1	20
Friendship	-	0	-	0
Critical-inquisitiveness	-	0	-	0
Empathy	-	0	2	40
Aesthetics	-	0	-	0
Self-sacrifice	-	0	-	0
Entrepreneurial spirit	-	0	2	40
Etiquette and courtesy	-	0	-	0
Trust	1	20	2	40
Security and protection Providing	-	0	-	0
Exercising and protecting one's rights	-	0	-	0
Tolerance and understanding	-	0	-	0
Chastity	-	0	-	0
Emphasis on communication	-	0	1	20
Cooperation and teamwork, working together, solidarity	1	20	-	0
Being good, doing good, and helpful	1	20	-	0
Decision-making	1	20	1	20
Effective use of resources, frugality, and contentment	1	20	-	0
Adopting cultural and national elements	-	0	-	0
Having a profession and understanding its importance	-	0	-	0
Hospitality	-	0	-	0
Reading and emphasizing reading	1	20	-	0
Moderation	-	0	-	0
Avoiding prejudice	-	0	-	0
Freedom	-	0	-	0
Self-confidence	-	0	-	0
Self-respect	-	0	1	20

Self-management	-	0	-	0
Sharing	-	0	-	0
Planning and organization	-	0	-	0
Patience	2	40	3	60
Awareness of the value of health	-	0	-	0
Respect for art and artists, works and their owners, science and scientists, sports and athletes, labor and laborers, etc. Valuing	-	0	-	0
Respect	2	40	1	20
Love	-	0	-	0
Responsibility	-	0	-	0
Problem-solving	-	0	-	0
Emphasis on social interaction	-	0	-	0
Compassion and empathy	-	0	-	0
Emphasis on experience and gaining experience	-	0	-	0
Being cautious	-	0	2	40
Using technology and information technologies	-	0	-	0
Being clean, tidy, and meticulous	1	20	3	60
Sociality	-	0	-	0
Being hopeful	-	0	-	0
Being adaptable	-	0	-	0
Being productive and creatively thinking	-	0	-	0
Patriotism and civic consciousness	-	0	-	0
Loyalty and faithfulness	1	20	-	0
Establishing healthy relationships with close environment	1	20	-	0
Being innovative	-	0	-	0
Acting appropriately and correctly	-	0	-	0

Table 10. Findings Related to the Production, Consumption, and Productivity

Theme Name, Consumption and Productivity
Number of Texts in Each Publishing House for the Theme: 5

VALUES	NUMBER OF TEXTS CONTAINING VALUES ACCORDING TO PUBLISHING HOUSES			
	DÖRTEL PUBLISHING	MEB PUBLICATIONS	f	%
Justice, equality, and impartiality	-	0	-	0
Seriousness	-	0	-	0
Moral conduct	-	0	-	0
Respect for family and relatives	1	20	-	0
Humility	-	0	-	0
Habit-making something a habit	-	0	-	0
Being inquisitive	-	0	-	0
Perseverance and determination	-	0	2	40
Peace	-	0	-	0
Success	-	0	-	0
Respect for the rights of others - sensitivity	-	0	-	0
Skillfulness - skill development	1	20	-	0
Knowing or learning ways and techniques to access information	1	20	-	0
Scientific approach	-	0	-	0
Courage	-	0	-	0
Generosity	-	0	1	20
Modernity	-	0	-	0
Diligence-diligence	1	20	1	20
Versatility	1	20	-	0

Democracy	-	0	-	0
Language awareness - using Turkish correctly, effectively, and beautifully	-	0	-	0
Respect for nature, living and non-living things	-	0	1	20
Speaking correctly and appropriately	-	0	-	0
Truthfulness, honesty	-	0	1	20
Friendship	-	0	-	0
Critical-inquisitiveness	-	0	-	0
Empathy	-	0	-	0
Aesthetics	4	80	1	20
Self-sacrifice	-	0	1	20
Entrepreneurial spirit	-	0	-	0
Etiquette and courtesy	1	20	1	20
Trust	1	20	-	0
Security and protection Providing	-	0	-	0
Exercising and protecting one's rights	1	20	-	0
Tolerance and understanding	-	0	-	0
Chastity	-	0	1	20
Emphasis on communication	-	0	-	0
Cooperation and teamwork, working together, solidarity	-	0	1	20
Being good, doing good, and helpful	-	0	-	0
Decision-making	-	0	-	0
Effective use of resources, frugality, and contentment	3	60	1	20
Adopting cultural and national elements	1	20	-	0
Having a profession and understanding its importance	1	20	-	0
Hospitality	-	0	-	0
Reading and emphasizing reading	-	0	-	0
Moderation	1	20	-	0
Avoiding prejudice	-	0	-	0
Freedom	-	0	-	0
Self-confidence	-	0	-	0
Self-respect	-	0	-	0
Self-management	1	20	-	0
Sharing	-	0	-	0
Planning and organization	-	0	-	0
Patience	-	0	-	0
Awareness of the value of health	2	40	1	20
Respect for art and artists, works and their owners, science and scientists, sports and athletes, labor and laborers, etc. Valuing	2	40	2	40
Respect	-	0	-	0
Love	3	60	2	40
Responsibility	-	0	-	0
Problem-solving	-	0	-	0
Emphasis on social interaction	-	0	-	0
Compassion and empathy	-	0	-	0
Emphasis on experience and gaining experience	-	0	-	0
Being cautious	-	0	1	20
Using technology and information technologies	-	0	-	0
Being clean, tidy, and meticulous	-	0	1	20
Sociality	-	0	-	0
Being hopeful	-	0	-	0
Being adaptable	-	0	-	0
Being productive and creatively thinking	2	40	-	0
Patriotism and civic consciousness	-	0	-	0
Loyalty and faithfulness	-	0	1	20
Establishing healthy relationships with close environment	-	0	1	20
Being innovative	1	20	-	0
Acting appropriately and correctly	-	0	-	0

Table 11. Book-Based Findings

Number of texts included in each publishing house: 40

VALUES	DÖRTEL PUBLISHING		MEB PUBLICATIONS	
	f	%	f	%
Justice, equality, and impartiality	1	2,5	1	2,5
Seriousness	1	2,5	1	2,5
Moral conduct	-	0	-	0
Respect for family and relatives	8	20	1	2,5
Humility	1	2,5	-	0
Habit-making something a habit	2	5	-	0
Being inquisitive	2	5	3	7,5
Perseverance and determination	5	12,5	6	15
Peace	1	2,5	3	7,5
Success	5	12,5	4	10
Respect for the rights of others - sensitivity	2	5	2	5
Skillfulness - skill development	7	17,5	2	5
Knowing or learning ways and techniques to access information	2	5	1	2,5
Scientific approach	-	0	-	0
Courage	2	5	1	2,5
Generosity	6	15	1	2,5
Modernity	1	2,5	-	0
Diligence-diligence	7	17,5	9	22,5
Versatility	2	5	-	0
Democracy	1	2,5	2	5
Language awareness - using Turkish correctly, effectively, and beautifully	-	0	-	0
Respect for nature, living and non-living things	7	17,5	7	17,5
Speaking correctly and appropriately	-	0	-	0
Truthfulness, honesty	2	5	4	10
Friendship	6	15	6	15
Critical-inquisitiveness	4	10	-	0
Empathy	5	12,5	1	2,5
Aesthetics	20	50	17	42,5
Self-sacrifice	3	7,5	2	5
Entrepreneurial spirit	-	0	-	0
Etiquette and courtesy	6	15	8	20
Trust	3	7,5	1	2,5
Security and protection Providing	3	7,5	7	17,5
Exercising and protecting one's rights	1	2,5	2	5
Tolerance and understanding	1	2,5	-	0
Chastity	-	0	1	2,5
Emphasis on communication	3	7,5	-	0
Cooperation and teamwork, working together, solidarity	2	5	8	20
Being good, doing good, and helpful	8	20	2	5
Decision-making	5	12,5	4	10
Effective use of resources, frugality, and contentment	6	15	3	7,5
Adopting cultural and national elements	12	30	8	20
Having a profession and understanding its importance	2	5	1	2,5
Hospitality	1	2,5	-	0
Reading and emphasizing reading	2	5	-	0

Moderation	2	5	1	2,5
Avoiding prejudice	1	2,5	-	0
Freedom	6	15	4	10
Self-confidence	2	5	1	2,5
Self-respect	-	0	1	2,5
Self-management	3	7,5	2	5
Sharing	2	5	1	2,5
Planning and organization	2	5	1	2,5
Patience	4	10	1	2,5
Awareness of the value of health	4	10	5	12,5
Respect for art and artists, works and their owners, science and scientists, sports and athletes, labor and laborers, etc. Valuing	6	15	3	7,5
Respect	1	2,5	1	2,5
Love	15	37,5	15	37,5
Responsibility	2	5	1	2,5
Problem-solving	3	7,5	3	7,5
Emphasis on social interaction	2	5	-	0
Compassion and empathy	-	0	3	7,5
Emphasis on experience and gaining experience	4	10	2	5
Being cautious	2	5	5	12,5
Using technology and information technologies	1	2,5	-	0
Being clean, tidy, and meticulous	2	5	7	17,5
Sociality	6	15	4	10
Being hopeful	1	2,5	1	2,5
Being adaptable	-	0	1	2,5
Being productive and creatively thinking	4	10	4	10
Patriotism and civic consciousness	5	12,5	2	5
Loyalty and faithfulness	5	12,5	2	5
Establishing healthy relationships with close environment	4	10	2	5
Being innovative	4	10	2	5
Acting appropriately and correctly	1	2,5	1	2,5

Findings Related to the Atatürk Theme

The findings related to the "Atatürk" theme are presented in Appendix-2, and the following findings were obtained:

Out of the 75 values scanned in the Atatürk theme of the Turkish textbook published by Dörtel Publishing, the following were identified: Justice, equality and impartiality, Seriousness, Morality, Valuing family and relatives, Humility, Habit-making it a habit, Peace, Respecting the rights of others-sensitivity, Being skillful-developing skills, Knowing or learning the ways and techniques of accessing information, Scientific approach, Courage, Generosity, Versatility, Having language awareness-using Turkish correctly, effectively and beautifully, Giving importance to nature, living and non-living things, Speaking correctly and appropriately, Friendship-companionship, Empathy, Being entrepreneurial, Using-protecting one's rights, Tolerance-understanding, Chastity, Being cooperative-emphasizing working in a group-acting together. The following values were completely absent from the text: cooperation and solidarity, effective use of resources, frugality and contentment, having a profession and understanding its importance, hospitality, reading and valuing reading, moderation, lack of prejudice, self-confidence, self-respect, sharing, valuing health, valuing art and artists, works and their creators, science and scientists, sports and athletes, labor and laborers, etc.; respect, responsibility, problem-solving, valuing social interaction, compassion and mercy, using

technology and information technologies, being clean, tidy, and meticulous, being hopeful, being adaptable, establishing healthy relationships with the immediate environment, and behaving appropriately and correctly. The remaining 30 values were used a total of 50 times in the 5 texts included in the theme.

The most frequently encountered values were found to be: adoption of cultural and national elements (100%), sociality (80%), and patriotism and civic consciousness (80%). The Turkish language textbook published by the Ministry of National Education (MEB) examines 75 values under the Atatürk theme, including: Justice, equality and impartiality; Seriousness; Morality; Respect for family and relatives; Humility; Habit-making something a habit; Being inquisitive; Perseverance and determination; Respect for the rights of others - sensitivity; Being skillful - developing skills; Knowing or learning ways and techniques to access information; Scientific approach; Courage; Generosity; Modernity; Versatility; Language awareness - using Turkish correctly, effectively and beautifully; Speaking correctly and appropriately; Friendship; Being critical-inquisitive; Empathy; Entrepreneurship; Using and protecting one's rights; Tolerance - understanding; Chastity; Emphasis on communication; Effective use of resources, frugality and contentment; Hospitality; Reading - emphasizing reading; Moderation; Absence of prejudice; Self-confidence; Self-respect; Sharing. It was observed that the following values were not included at all: being organized and planned, being patient, valuing health, valuing art and artists, works and their creators, science and scientists, sports and athletes, labor and laborers, etc.; responsibility, valuing social interaction, being cautious, using technology and information technologies, being hopeful, being adaptable, being productive and thinking creatively, loyalty and faithfulness, establishing healthy relationships with close relatives, and acting appropriately and correctly; while the remaining 27 values were used a total of 41 times in the 5 texts included in the theme.

It was found that the most frequently encountered values were aesthetics (80%), adopting cultural and national elements (80%), and freedom (80%).

From the data obtained, it was determined that the Atatürk theme in the Turkish language textbook published by Dörtel Publishing contains more values and gives more prominence to these values than the Atatürk theme in the Turkish language textbook published by the Ministry of National Education.

Findings Related to the Theme of Individual and Society

The findings related to the theme of "Individual and Society" are presented in Appendix 3, and the following findings were obtained:

Out of the 75 values examined in the Turkish language textbook published by Dörtel Publishing on the theme of Individual and Society, the following were identified: Justice, equality and impartiality, Seriousness, Morality, Humility, Research-orientedness, Peace, Scientific approach, Courage, Modernity, Versatility, Democracy, Language awareness - using Turkish correctly, effectively and beautifully, Speaking correctly and appropriately, Truthfulness, Honesty, Self-sacrifice, Entrepreneurship, Trust, Ensuring security and protection, Using and protecting one's rights, Tolerance - understanding, Chastity, Goodness, doing good and helpfulness, Effective use of resources, frugality and contentment, Adopting cultural and national elements, Hospitality, Moderation, Self-respect, Self-management, Being planned and organized, Patience, Value of health. It was observed that the following values were not included at all: Knowledge, Respect, Responsibility, Compassion and Mercy, Use of Technology and Information Technologies, Cleanliness, Orderliness, Carefulness, Sociality,

Harmony, Patriotism-Civic Consciousness, Innovation, and Acting Appropriately and Correctly; while the remaining 34 values were used a total of 51 times in the 5 texts included in the theme.

Empathy (80%) and Aesthetics (80%) were found to be the most frequently encountered values.

The Turkish language textbook published by the Ministry of National Education (MEB) examines 75 values under the theme of "Individual and Society," including: Morality, Humility, Habituation, Research-Orientedness, Peace, Respect for the Rights of Others, Sensitivity, Knowing or Learning the Ways and Techniques of Accessing Information, Scientific Approach, Generosity, Modernity, Diligence, Versatility, Language Awareness - Using Turkish Correctly, Effectively, and Beautifully, Speaking Truthfully and Appropriately, Honesty, Critical Thinking, Empathy, Self-Sacrifice, Entrepreneurship, Trust, Ensuring Security and Protection, Tolerance, Understanding, Chastity, Emphasis on Communication, Cooperation - Emphasizing Teamwork - Acting Together - Solidarity, Kindness, Doing Good, and Helpfulness, Decision-Making, Effective Use of Resources, Frugality, and Contentment, Adopting Cultural and National Elements, Having a Profession and Understanding its Importance, and Hospitality. The values of reading, moderation, lack of prejudice, freedom, self-confidence, self-management, sharing, being organized, patience, valuing health, valuing art and artists, works and their creators, science and scientists, sports and athletes, labor and laborers, etc., respect, problem-solving, valuing social interaction, compassion and mercy, valuing experience and gaining experience, being cautious, using technology and information technologies, being clean, tidy, and meticulous, sociality, hopefulness, productivity and creative thinking, patriotism and civic consciousness, loyalty and faithfulness, establishing healthy relationships with close circles, being innovative, and behaving appropriately and correctly were not included at all; the remaining 17 values were used a total of 22 times in the 5 texts included in the theme.

Aesthetics (60%) and Love (60%) were found to be the most frequently encountered values.

The data obtained revealed that the theme of "Individual and Society" in the Turkish language textbook published by Dörtel Publishing contains more values and gives more prominence to these values than the theme in the Turkish language textbook published by the Ministry of National Education.

Findings Related to the Theme of Our Values

The findings related to the theme "Our Values" are presented in Appendix 4, and the following findings were obtained:

Out of the 75 values examined in the "Our Values" theme of the Turkish textbook published by Dörtel Publishing, the following were identified: Justice, equality and impartiality, Seriousness, Morality, Humility, Habit-making a habit, Being a researcher, Perseverance and determination, Peace, Respect for the rights of others-sensitivity, Knowing or learning the ways and techniques of accessing information, Scientific approach, Modernity, Diligence-zeal, Versatility, Democracy, Having language awareness-using Turkish correctly, effectively and beautifully, Speaking correctly and appropriately, Friendship-companionship, Being critical-inquiring, Empathy, Being entrepreneurial, Adhering to etiquette and politeness, Trust, Using-protecting one's rights, Tolerance-understanding, Chastity, Giving importance to communication, Decision-making, Having a profession and understanding its importance, Being hospitable, Reading-giving importance to reading. It was observed that the following values were not included at all: moderation, non-prejudice, self-confidence, self-respect, self-

management, sharing, being organized, patience, valuing health, compassion and mercy, being cautious, being hopeful, being adaptable, being productive and creative thinking, establishing healthy relationships with close environment, and being innovative; while the remaining 28 values were used a total of 38 times in the 5 texts included in the theme.

It was found that the most frequently encountered values were: adopting cultural and national elements (100%), valuing family and relatives (20%), being skillful and developing skills (20%), aesthetics (20%), being good, doing good and helpfulness (20%), freedom (20%), and loyalty and faithfulness (20%). The Turkish language textbook published by the Ministry of National Education (MEB) examines 75 values under the theme "Our Values," including: Justice, equality, and impartiality; Seriousness; Morality; Respect for family and relatives; Humility; Habit formation; Research skills; Skillfulness and skill development; Scientific approach; Courage; Generosity; Modernity; Versatility; Democracy; Language awareness - using Turkish correctly, effectively, and beautifully; Respect for nature, living and non-living things; Speaking truthfully and appropriately; Friendship; Critical thinking; Empathy; Self-sacrifice; Entrepreneurship; Trust; Security and protection; Exercising and protecting one's rights; Tolerance and understanding; Chastity; Emphasizing communication; Kindness, doing good deeds, and helpfulness; Decision-making; Having a profession and understanding its importance; Hospitality; Reading - emphasizing reading; Moderation; and Non-prejudice. It was observed that the following values were not included at all: Freedom, Self-confidence, Self-respect, Self-management, Being organized, Valuing art and artists, works and their owners, science and scientists, sports and athletes, labor and laborers, etc., Respect, Responsibility, Seeking solutions to problems - problem-solving, Emphasis on social interaction, Compassion and mercy, Emphasis on experience - gaining experience, Being cautious, Using technology and information technologies, Being clean, tidy, and meticulous, Being adaptable, Patriotism - civic consciousness, Loyalty and faithfulness, Being innovative, Acting appropriately and correctly; while the remaining 20 values were used a total of 25 times in the 5 texts included in the theme.

It was observed that the most frequently encountered values were: Adopting cultural and national elements (80%), Being collaborative - Emphasis on working in groups - Acting together - solidarity (40%), and Love (40%).

The data obtained revealed that the "Our Values" theme in the Turkish language textbook published by Dörtel Publishing contains more values and gives more prominence to these values than the "Our Values" theme in the Turkish language textbook published by the Ministry of National Education.

Findings Related to the Theme of Our World and Space

The findings related to the theme "Our World and Space" are presented in Appendix 5, and the following findings were obtained:

Out of the 75 values scanned in the "Our World and Space" theme of the Turkish textbook published by Dörtel Publications, the following were identified: Justice, equality and impartiality, Morality, Humility, Peace, Success, Respect for the rights of others - sensitivity, Skillfulness - skill development, Knowing or learning ways and techniques to access information, Scientific approach, Courage, Modernity, Democracy, Language awareness - using Turkish correctly, effectively and beautifully, Speaking correctly and appropriately, Truthfulness, honesty, Critical-inquiry, Empathy, Entrepreneurship, Trust, Ensuring security and protection, Using and protecting one's rights, Tolerance - understanding, Chastity,

Importance of communication, Cooperation - importance of working in a group - acting together - solidarity, Goodness, doing good and helpfulness, Decision-making, Effective use of resources, frugality and The following values were not mentioned at all: contentment, adoption of cultural and national elements, having a profession and understanding its importance, hospitality, reading and valuing reading, moderation, lack of prejudice, freedom, self-confidence, self-respect, sharing, being planned and organized, valuing health, respect, problem-solving, valuing social interaction, compassion and mercy, valuing experience and gaining experience, being cautious, using technology and information technologies, being clean, tidy and meticulous, sociality, being hopeful, being harmonious, being productive and creative thinking, patriotism and civic consciousness, loyalty and faithfulness, establishing healthy relationships with the immediate environment, being innovative, and behaving appropriately and correctly; the remaining 18 values were used a total of 21 times in the 5 texts included in the theme.

Aesthetics (60%) and valuing nature, living and non-living things (40%) were found to be the most frequently encountered values.

The Turkish language textbook published by the Ministry of National Education (MEB), under the theme "Our World and Space," examines 75 values, including: Justice, equality, and impartiality; Seriousness; Morality; Respect for family and relatives; Humility; Habituation; Peace; Success; Respect for the rights of others and sensitivity; Skillfulness and skill development; Knowing or learning ways and techniques to access information; Scientific approach; Courage; Generosity; Modernity; Versatility; Democracy; Language awareness and using Turkish correctly, effectively, and beautifully; Speaking truthfully and appropriately; Honesty and truthfulness; Critical thinking and questioning; Empathy; Self-sacrifice; Entrepreneurship; Etiquette and politeness; Trust; Using and protecting one's rights; Tolerance and understanding; Chastity; Emphasis on communication; Kindness, doing good deeds, and helpfulness; Effective use of resources, frugality, and contentment; Adopting cultural and national elements; and Having a profession. It was observed that the following values were not included at all: understanding the importance of being, being hospitable, reading and valuing reading, being moderate, not being prejudiced, freedom, self-confidence, self-respect, self-management, sharing, being planned and organized, being patient, valuing health, valuing art and artists, works and their creators, science and scientists, sports and athletes, labor and laborers, etc., respect, responsibility, problem-solving, valuing social interaction, compassion and mercy, valuing experience and gaining experience, using technology and information technologies, being hopeful, being adaptable, being productive and creative thinking, patriotism and civic consciousness, establishing healthy relationships with the immediate environment, and being innovative; while the remaining 15 values were used a total of 19 times in the 5 texts included in the theme.

It was observed that Aesthetics (60%), Diligence-Effort (40%), and Friendship-Companionship (40%) were the most frequently encountered values.

From the data obtained, it was determined that the "Our World and Space" theme in the Turkish textbook published by Dörtel Publishing contains more values and gives more prominence to these values than the "Our World and Space" theme in the Turkish textbook published by the Ministry of National Education.

Findings Related to the Theme of Imagination

The findings related to the theme of "Imagination" are presented in Appendix 6, and the following findings were obtained:

Out of the 75 values scanned in the "Imagination" theme of the Turkish textbook published by Dörtel Publishing, the following were identified: Justice, equality and impartiality, Seriousness, Morality, Valuing family and relatives, Humility, Habit-making it a habit, Being a researcher, Perseverance and determination, Being successful, Respecting the rights of others - sensitivity, Knowing or learning the ways and techniques of accessing information, Scientific approach, Courage, Modernity, Versatility, Democracy, Having language awareness - using Turkish correctly, effectively and beautifully, Speaking correctly and appropriately, Truthfulness, honesty, Self-sacrifice, Being entrepreneurial, and politeness, Trust, Using and protecting one's rights, Being chaste, Giving importance to communication, Being cooperative - giving importance to working in a group - acting together - solidarity, Decision-making, Effective use of resources, frugality and contentment, Cultural It was observed that the following values were not included at all: adopting national elements, having a profession and understanding its importance, reading and valuing reading, moderation, lack of prejudice, freedom, self-confidence, self-respect, self-management, being planned and organized, valuing health, valuing art and artists, works and their creators, science and scientists, sports and athletes, labor and laborers, etc., respect, responsibility, problem-solving, valuing social interaction, compassion and mercy, valuing experience and gaining experience, being cautious, using technology and information technologies, being clean, tidy and meticulous, being hopeful, being adaptable, being productive and creative thinking, patriotism and civic consciousness, loyalty and faithfulness, establishing healthy relationships with the immediate environment, and behaving appropriately and correctly; while the remaining 19 values were used a total of 29 times in the 5 texts included in the theme.

Generosity (60%), Aesthetics (60%), and Love (60%) were found to be the most frequently observed values.

The Turkish language textbook published by the Ministry of National Education (MEB) examines 75 values under the theme of "Imagination," including: Justice, equality, and impartiality; Seriousness; Morality; Respect for family and relatives; Humility; Habituation; Peace; Respect for the rights of others and sensitivity; Skillfulness and skill development; Knowing or learning ways and techniques to access information; Scientific approach; Courage; Generosity; Modernity; Versatility; Democracy; Language awareness and using Turkish correctly, effectively, and beautifully; Respect for nature, living and non-living things; Speaking truthfully and appropriately; Honesty and integrity; Friendship; Critical and inquisitive; Self-sacrifice; Entrepreneurship; Trust; Security and protection; Exercising and protecting one's rights; Tolerance and understanding; Chastity; Emphasizing communication; Cooperation and teamwork; Solidarity; and Goodness. The following values were not mentioned at all: doing good and helpfulness, effective use of resources, frugality and contentment, embracing cultural and national elements, having a profession and understanding its importance, being hospitable, reading and valuing reading, being moderate, not being prejudiced, freedom, self-confidence, self-respect, self-management, sharing, being patient, valuing health, respect, responsibility, valuing social interaction, compassion and mercy, being cautious, using technology and information technologies, being clean, tidy and careful, being hopeful, being adaptable, patriotism and civic consciousness, loyalty and faithfulness, establishing healthy relationships with the immediate environment, being innovative, and behaving appropriately and correctly. The remaining 15 values were used a total of 19 times in the 5 texts included in the theme.

Productivity and creative thinking (60%), aesthetics (40%), and love (40%) were found to be the most frequently encountered values.

The data obtained revealed that the theme of Imagination in the Turkish textbook published by Dörtel Publishing contains more values and gives more prominence to these values than the theme in the Turkish textbook published by the Ministry of National Education.

Findings Related to the Theme of Games and Sports

The findings related to the theme "Games and Sports" are presented in Appendix 7, and the following findings were obtained:

Out of the 75 values scanned in the Games and Sports theme of the Turkish textbook published by Dörtel Publishing, the following were identified: Seriousness, Morality, Humility, Habit-making it a habit, Being inquisitive, Perseverance and determination, Peace, Success, Skillfulness-skill development, Knowing or learning the ways and techniques of accessing information, Scientific approach, Generosity, Modernity, Versatility, Democracy, Having language awareness-using Turkish correctly, effectively and beautifully, Giving importance to nature, living and non-living things, Speaking correctly and appropriately, Truthfulness, Honesty, Being critical-inquiring, Empathy, Self-sacrifice, Being entrepreneurial, Adhering to etiquette and politeness, Trust, Ensuring security and protection, Using-protecting one's rights, Tolerance-understanding, Chastity, Giving importance to communication, Being cooperative. The following values were not included at all: emphasis on teamwork, cooperation, solidarity; decision-making; adoption of cultural and national elements; having a profession and understanding its importance; hospitality; reading and emphasis on reading; moderation; lack of prejudice; self-respect; self-management; sharing; being planned and organized; valuing health; respect; responsibility; problem-solving; emphasis on social interaction; compassion and mercy; caution; using technology and information technologies; being clean, tidy, and meticulous; sociality; hopefulness; adaptability; productivity and creative thinking; patriotism and civic consciousness; loyalty and fidelity; innovation; and acting appropriately and correctly. The remaining 16 values were used a total of 17 times in the 5 texts included in the theme.

The values of goodness, doing good, and helpfulness (40%) were found to be the most frequently encountered values.

The Turkish language textbook published by the Ministry of National Education (MEB) examines 75 values under the theme of Games and Sports, including: Justice, equality and impartiality, Seriousness, Morality, Respect for family and relatives, Humility, Habit-making a habit, Research-oriented, Perseverance and determination, Success, Skillfulness-skill development, Knowing or learning ways and techniques to access information, Scientific approach, Courage, Generosity, Modernity, Versatility, Democracy, Language awareness-using Turkish correctly, effectively and beautifully, Speaking truthfully and appropriately, Honesty, Critical-inquiry, Empathy, Self-sacrifice, Entrepreneurship, Etiquette and politeness, Trust, Tolerance-understanding, Chastity, Emphasis on communication, Effective use of resources, frugality and contentment, Adoption of cultural and national elements, Having a profession and understanding its importance, Hospitality, Reading-emphasizing reading, and Prejudice. It was observed that the following values were not included at all: freedom, self-respect, self-governance, sharing, being organized, patience, valuing health, valuing art and artists, works and their creators, science and scientists, sports and athletes, labor and laborers, etc., respect, responsibility, valuing social interaction, valuing and gaining experience, using

technology and information technologies, sociality, being hopeful, being adaptable, being productive and creative thinking, patriotism and civic consciousness, loyalty and faithfulness, establishing healthy relationships with the immediate environment, being innovative, and acting appropriately and correctly; while the remaining 18 values were used a total of 24 times in the 5 texts included in the theme.

Love (60%), diligence (40%), friendship (40%), security and protection (40%), and cooperation (40%) were found to be the most frequently encountered values.

The data revealed that the "Games and Sports" theme in the Turkish language textbook published by the Ministry of National Education contains more values and gives more prominence to these values than the theme in the Turkish language textbook published by Dörtel Publishing.

Findings Related to the Health and Environment Theme

The findings related to the "Health and Environment" theme are presented in Appendix 8, and the following findings were obtained:

Out of 75 values scanned in the Health and Environment theme of the Turkish textbook published by Dörtel Publishing, the following were identified: Justice, equality and impartiality, Seriousness, Morality, Humility, Habit-making it a habit, Being research-oriented, Perseverance and determination, Peace, Success, Respect for the rights of others-sensitivity, Skillfulness-skill development, Knowing or learning ways and techniques to access information, Scientific approach, Courage, Generosity, Modernity, Diligence-zeal, Versatility, Democracy, Language awareness-using Turkish correctly, effectively and beautifully, Speaking correctly and appropriately, Friendship-companionship, Being critical-inquiring, Empathy, Aesthetics, Self-sacrifice, Entrepreneurship, Adherence to etiquette and politeness, Ensuring security and protection. It was observed that the following values were not included at all: exercising and protecting one's rights, tolerance and understanding, chastity, valuing communication, embracing cultural and national elements, having a profession and understanding its importance, hospitality, moderation, lack of prejudice, freedom, self-confidence, self-respect, self-governance, sharing, being planned and organized, valuing health, valuing art and artists, works and their creators, science and scientists, sports and athletes, labor and laborers, etc., love, responsibility, problem-solving, valuing social interaction, compassion and mercy, valuing experience and gaining experience, being cautious, using technology and information technologies, sociality, being hopeful, being harmonious, being productive and creative thinking, patriotism and civic consciousness, being innovative, and behaving appropriately and correctly; while the remaining 14 values were used a total of 17 times in the 5 texts included in the theme.

The most frequently observed values were found to be: valuing nature, living and non-living things (40%), being patient (40%), and respect (40%).

The Turkish language textbook published by the Ministry of National Education (MEB) examines 75 values under the theme of Health and Environment, including: Justice, equality and impartiality, Seriousness, Morality, Respect for family and relatives, Humility, Habit-making something a habit, Perseverance and determination, Peace, Success, Respect for the rights of others-sensitivity, Knowing or learning ways and techniques to access information, Scientific approach, Courage, Generosity, Modernity, Versatility, Democracy, Language awareness-using Turkish correctly, effectively and beautifully, Speaking truthfully and

appropriately, Friendship-companionship, Critical-inquiry, Aesthetics, Self-sacrifice, Adherence to etiquette and politeness, Ensuring security and protection, Using and protecting one's rights, Tolerance-understanding, Chastity, Cooperation-valuing teamwork-acting together-solidarity, Goodness, doing good and helpfulness, Effective use of resources, frugality and... It was observed that the following values were not included at all: contentment, adoption of cultural and national elements, having a profession and understanding its importance, hospitality, reading and valuing reading, moderation, lack of prejudice, freedom, self-confidence, self-management, sharing, being planned and organized, valuing health, valuing art and artists, works and their creators, science and scientists, sports and athletes, labor and laborers, etc., love, responsibility, problem-solving, valuing social interaction, compassion and mercy, valuing experience and gaining experience, using technology and information technologies, sociality, being hopeful, being adaptable, being productive and creative thinking, patriotism and civic consciousness, loyalty and faithfulness, establishing healthy relationships with the immediate environment, being innovative, and behaving appropriately and correctly; while the remaining 15 values were used a total of 24 times in the 5 texts included in the theme.

It was observed that patience (60%) and being clean, tidy, and meticulous (60%) were the most frequently encountered values.

From the data obtained, it was determined that the Health and Environment theme in the Turkish textbook published by the Ministry of National Education contains more values and gives more prominence to these values than the Health and Environment theme in the Turkish textbook published by Dörtel Publishing.

Findings Related to the Theme of Production, Consumption, and Productivity

The findings related to the theme of "Production, Consumption and Productivity" are presented in Appendix 9, and the following findings were obtained:

Out of the 75 values examined in the Turkish language textbook published by Dörtel Publishing on the theme of Production, Consumption and Productivity, the following were identified: Justice, equality and impartiality, Seriousness, Morality, Humility, Habit-making a habit, Being research-oriented, Perseverance and determination, Peace, Success, Respect for the rights of others-sensitivity, Scientific approach, Courage, Generosity, Modernity, Democracy, Language awareness-using Turkish correctly, effectively and beautifully, Respect for nature, living and non-living things, Speaking correctly and appropriately, Truthfulness, Honesty, Friendship, Being critical-inquiring, Empathy, Self-sacrifice, Entrepreneurship, Ensuring security and protection, Tolerance-understanding, Chastity, Importance of communication, Cooperation-working in a group. The following values were not mentioned at all: valuing work, working together, solidarity, being good, doing good and helpfulness, decision-making, being hospitable, reading, valuing reading, not being prejudiced, freedom, self-confidence, self-respect, sharing, being planned and organized, being patient, respect, responsibility, problem-solving, valuing social interaction, compassion and mercy, valuing experience and gaining experience, being cautious, using technology and information technologies, being clean, tidy, and careful, sociality, being hopeful, being adaptable, patriotism and civic consciousness, loyalty and faithfulness, establishing healthy relationships with the immediate environment, and behaving appropriately and correctly. The remaining 19 values were used a total of 29 times in the 5 texts included in the theme.

Aesthetics (80%), effective use of resources, frugality and contentment (60%), and love (60%) were found to be the most frequently encountered values. The Turkish language textbook

published by the Ministry of National Education (MEB) examines 75 values under the theme of Production, Consumption, and Productivity. These values include: Justice, equality, and impartiality; Seriousness; Morality; Respect for family and relatives; Humility; Habituation; Research skills; Peace; Success; Respect for the rights of others; Sensitivity; Skillfulness and skill development; Knowing or learning ways and techniques to access information; Scientific approach; Courage; Modernity; Versatility; Democracy; Language awareness - using Turkish correctly, effectively, and beautifully; Speaking correctly and appropriately; Friendship; Critical thinking; Empathy; Entrepreneurship; Trust; Security and protection; Using and protecting one's rights; Tolerance and understanding; Emphasis on communication; Kindness, doing good, and helpfulness; Decision-making; Adopting cultural and national elements; Having a profession and understanding its importance; Hospitality; Reading and emphasizing reading. It was observed that the following values were not included at all: moderation, non-prejudice, freedom, self-confidence, self-respect, self-management, sharing, being planned and organized, patience, respect, responsibility, problem-solving, valuing social interaction, compassion and mercy, valuing experience and gaining experience, using technology and information technologies, sociality, optimism, adaptability, productivity and creative thinking, patriotism and civic consciousness, innovation, and acting appropriately and correctly; while the remaining 18 values were used a total of 21 times in the 5 texts included in the theme.

It was found that the most frequently encountered values were: determination and resolve (40%), valuing art and artists, works and their owners, science and scientists, sports and athletes, labor and laborers, etc. (40%), and love (40%). The data obtained revealed that the theme of Production, Consumption, and Productivity in the Turkish language textbook published by Dörtel Publishing contains more values and gives more prominence to these values in the Turkish language textbook published by the Ministry of National Education.

Findings Based on the Book

Book-specific findings are presented in Appendix 10, and the following findings were obtained:

The study determined that there were 2 Turkish language textbooks used in 3rd grade primary school classes during the 2013-2014 academic year, and these books belonged to Dörtel Publishing and the Ministry of National Education Publications. The selected books were scanned for 75 values, and the results obtained are shown in Table 10. The results obtained are as follows:

In the Turkish language textbook belonging to Dörtel Publishing, out of the 75 values scanned, the values of being moral, scientific, having language awareness - using Turkish correctly, effectively and beautifully, speaking correctly and appropriately, being entrepreneurial, being chaste, self-respect, compassion and mercy, and being harmonious were not included at all; it was observed that the remaining 66 values were used a total of 252 times in 40 texts in the book.

The values of aesthetics (50%), love (37.5%), and adopting cultural and national elements (30%) were found to be the most frequently encountered values.

A scan of 75 values in the Turkish language textbook published by the Ministry of National Education revealed that the following values were completely absent: Morality, Humility, Habit-Making it a habit, Scientific Approach, Modernity, Versatility, Language Awareness-Using Turkish Correctly, Effectively and Beautifully, Speaking Correctly and

Appropriately, Critical-Inquisitive, Entrepreneurial, Tolerance-Understanding, Emphasis on Communication, Hospitality, Reading-Emphasis on Reading, Non-Prejudice, Emphasis on Socialization, and Use of Technology and Information Technologies. The remaining 58 values were used a total of 195 times in 40 texts within the book.

The most frequently encountered values were Aesthetics (42.5%), Love (37.5%), and Diligence-Effort (22.5%). The data obtained revealed that the Turkish language textbook published by Dörtel Publishing contains more values and gives more prominence to these values than the Turkish language textbook published by the Ministry of National Education.

Discussion and Conclusion

This study addresses the problem statement, "To what extent are the values addressed in Turkish language textbooks used in the 3rd grade of primary school?", by formulating a sub-problem: "To what extent are textbooks from different publishers prepared for the same subject adequate in terms of the values intended to be instilled?". For this purpose, two textbooks used nationwide in 3rd grade during the 2013-2014 academic year, one published by "MEB Publications" and the other by "Dörtel Publishing House," were selected as samples. These textbooks were examined in terms of the values determined based on the Ministry of National Education's Curriculum and Instruction Board's circular No. 2010/53 dated September 8, 2010 (on the subject of the first lesson), and the second problem was addressed by comparing the levels at which these values were met on a theme and textbook basis. The results obtained are presented in tabular form. Data obtained on a thematic basis revealed that the Turkish language textbook published by Dörtel Publishing has a greater number and type of values compared to the Turkish language textbook published by the Ministry of National Education (MEB) in the themes of "Atatürk," "Individual and Society," "Our Values," "Our World and Space," "Imagination," and "Production, Consumption, and Productivity." Similarly, data obtained on a book basis showed that the Turkish language textbook published by Dörtel Publishing has a greater number and type of values compared to the Turkish language textbook published by the MEB in the themes of "Games and Sports" and "Health and Environment." In this context;

In the Turkish language textbook published by Dörtel Publishing, out of 75 values scanned, the following values were completely absent: Morality, Scientific approach, Language awareness - Using Turkish correctly, effectively and beautifully, Speaking truthfully and appropriately, Entrepreneurship, Chastity, Self-respect, Compassion and mercy, and Harmony; while the remaining 66 values were used a total of 252 times in 40 texts in the book. In the Turkish language textbook published by the Ministry of National Education, out of 75 values scanned, the following values were completely absent: Morality, Humility, Habituation - Making it a habit, Scientific approach, Modernity, Versatility, Language awareness - Using Turkish correctly, effectively and beautifully, Speaking truthfully and appropriately, Critical-inquiry, Entrepreneurship, Tolerance - Understanding, Emphasis on communication, Hospitality, Reading - Emphasis on reading, Non-prejudice, Emphasis on social interaction, and Use of technology and information technologies; The remaining 58 values were found to have been used a total of 195 times in the 40 texts included in the book.

Recommendations

Based on the data obtained in the study, the following recommendations are presented:

1. To make textbooks more effective in transmitting values, values that are not included should also be included in the textbooks.

2. This study serves to identify the values included in textbooks, and further studies should be conducted on students to determine how successful the transmission of these values to students is.

3. It can be recommended that teachers ensure the transmission of values through different materials, not limited to textbooks.

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