

Artículo de investigación

Examination of "our country and cultural values" theme in the primary education turkish textbooks²⁰³**Investigación del tema de nuestro país y los valores culturales en los cuadernos de turco de la escuela primaria**

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Abstract

The main aim of the Turkish course is to help students gain language skills. Besides language skills, teaching cultural values and transferring them to the next generation are also important. The material and moral values of a society are carried from the past to the present through language. For this reason, not only the activities that develop the language skills but also the elements of the culture of that society must be included in the Turkish textbooks. The aim of this study is to examine to what extent the elements of the culture of the Turkish Cypriot community are included in the Turkish textbooks published by the TRNC Ministry of National Education. In order to collect data, by using document analysis method and scanning technique, in the "our country and cultural values" theme in the Turkish textbook which is used by TRNC Primary Education for 2.-8. grade levels, the findings related to the culture of Turkish Cypriot community, traditions and customs, works of art, folk dances, food and beverage were determined by content analysis. According to the findings, it was found out that the most intense cultural elements were in the Geography/Places and Food and Beverage category, and the least cultural elements were in the Folk Dances / Sports, Children's Games and Religion-Faith categories. In the other categories, a weak content was found out.

Resumen

El objetivo principal del curso de turco es proporcionar a los estudiantes habilidades lingüísticas. Además de las habilidades lingüísticas, es una herramienta importante para enseñar valores culturales y transferirlos a la próxima generación. Los valores materiales y morales de una sociedad se transmiten a través del lenguaje desde el pasado hasta el presente. Por esta razón, en los libros de texto turcos, las actividades relacionadas con el desarrollo de las habilidades lingüísticas deben incluirse, por un lado, y elementos de la cultura de esta sociedad, por el otro. El objetivo de este estudio es examinar hasta qué punto los elementos de la cultura de la comunidad turcochipriota se incluyen en los libros de texto turcos publicado por el Ministerio de Educación Nacional de TRNC. Para recopilar datos, se utilizó el método de análisis de documentos y la técnica de escaneo. Los hallazgos, tradiciones y costumbres, obras de arte, bailes folclóricos, alimentos y bebidas, etc. sobre la cultura de la comunidad turcochipriota en el tema "Nuestro país y valores culturales" en los libros de texto turcos utilizados entre los grados segundo y octavo de la TRNC Las escuelas primarias se determine mediante análisis de contenido. En línea con los hallazgos, la categoría con los elementos culturales más altos se determina como Geografía / Espacios y categoría de Alimentos y Bebidas. Los elementos menos culturales se encontraron en las categorías de Danzas Folclóricas / Deportes, Juegos infantiles

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Key Words: Education, Turkish, culture, textbook, student, society.

y Religión-Fe. Se encontró que otras categorías tienen un contenido débil.

Palabras Clave: Educación, turco, cultura, libro de texto, estudiante.

Introduction

Culture is a function of variables such as society, human beings, educational process and cultural content and the complex relationships between them (Güvenç, 1994: 101). Göçer (2012) stated that culture is the state of emotion and thoughts such as eating, drinking, clothing, entertainment, communication, love, respect, faith, etc. that surround people in every stage of life. All emotions and thoughts are shared with others through language and become widespread.

Nations conveyed their culture to the present and will convey to the future through language. One of the main tasks of a language is to provide cultural transfer. Cultural transfer is narrating the culture's characteristics and making them comprehensible to new generations (Melanlioğlu, 2010:2). The way of ensuring the transfer is through education. There is a close relationship between education and culture. The tools that are used in transferring the culture are education and language. The nations who have a common language and culture and live on the same piece of land want to bring their values to new generations in order to keep their members together and maintain this unity. Nowadays, in the computer era, it is more difficult to achieve this goal as people are so far apart. School is an effective tool in bringing individuals into the common property of society in order to raise good citizens and ensure the continuity of society. Therefore, at least basic values should be conveyed to the students at schools. The most effective way to do this is through the text in the textbooks (Doğan & Gülüşen, 2011). In this context, presenting the language to the students with correct texts in textbooks facilitates the transfer of national cultural elements. Rich textbooks in Turkish, created with different types of texts, are used as important sources for the recognition and promotion of national cultural elements. Cultural elements should be mentioned frequently in textbooks.

Language is a whole with its literary products. In a different way, literary products are the most important means of showing the possibilities, richness and beauty of a language. It is very important to recognize, learn, internalize and use the language as a communication tool in social

life. Culture is one of the most important treasures of literature. At the same time, also literary products are important tools that mediate the promotion and adoption of culture. A literary text gains richness with the cultural motifs in it and at the same time enables the culture to reach a large human mass (Göçer, 2012). Language is like the mirror of the society / culture to which it belongs through literary works. Everything about culture is manifested through language (Göçer, 2012). Thus, it can be said that language and culture constitute a whole. Language reveals the richness of culture and culture reveals the richness of language. For this reason, educational institutions have given great importance to language teaching. It is possible to find each society's unique cultural values in the language teaching programs. The language teaching program of TRNC Ministry of National Education is Turkish. While teaching language through Turkish textbooks, it is aimed to show the best examples of the culture of Turkish Cypriot society to children.

At this point, the question "to what extent do the texts in the Turkish textbooks published by the Ministry of National Education contain elements of national culture?". On the basis of this question, "Our Country and Cultural Values" theme, which is obligatory for the 2nd- 8th grade levels in the Turkish language teaching program, was selected and the cultural elements in the texts in this theme were evaluated.

Method

In this study document analysis, which is one of the qualitative research methods, was used. Documents are important data sources that are frequently used in qualitative research. In this review, materials containing information about the subject of the research were analysed.

Population and Sample of the Study

The population of the study is the Turkish textbooks that are used by Primary Education 2nd – 8th grade level students in Turkish Republic of Northern Cyprus. The sample is composed of 63 compulsory and free reading texts which are in

the "Our Country and Cultural Values" theme in the Turkish textbooks of TRNC Ministry of National Education publications which were taught in 2018-2019 academic year.

Data Analysis

In order to analyse the data, content analysis was used. Cultural elements were handled and evaluated under 12 categories which are geography/places, customs and traditions, religion/faith, history, art/artist/work, folk dance/sport, historical artifacts/architecture, food/beverage, Turkish elders/ancestors, values, children's games, economy.

Results and comments

In this part, the cultural elements in the "our country and cultural values" theme in the Turkish textbook of 2nd – 8th grade level students were listed in 12 categories.

a) Geography and Places

Geographical location provides important information about the culture and it affects people in terms of climate and geographical formations. In this respect, it is one of the leading factors affecting culture. In the geography and places category, various places in Cyprus were mentioned, such as Mediterranean, North Cyprus, South Cyprus, Turkey, Istanbul, Ankara, Nicosia, Famagusta, Lefke, Kyrenia, Morphou, Karpas, Tylliria, Yedidalga, İskele, Zaferburnu, Troodos Mountains, Five Finger Mountains, Ozanköy, Ortaköy, Çınarlı, Çınarlı village, Taş Devri village, Yeşilirmak village, Değirmenlik, Yeniceköyü, Ortaköy, Hamitköy, Ant Tepe, Tepebaşı village, Avtepe village, Boğaziçi village, Lefkara village, 'Turkish Quarter, which is one of the oldest neighborhoods of Kyrenia, Samanbahçe Neighborhood, Maserya Plain, Güzelyurt Plain, Limnidi Island, Karpaz Peninsula, Sicily and Sardinia Islands, Snowy Mountains, Mersinlik Strait, Gibraltar Strait, Suez Canal, Vurmes Stream, Kanlı stream, Limassol road.

In the examined texts, many cultural elements were encountered related to Cyprus such as its surface area, geographical location, names of the places (region, city, village, neighbourhood, plain, mountain, sea, stream), and culture. For example, in the third grade level text "I passed through Dillirga at night", it was mentioned as "Dillirga is the name of a region starting from Yedidalga, one of the villages near Lefke, and

continuing westward and extending to Southern Cyprus'.

In the fourth grade text named "Tourism in TRNC", it was mentioned about the space area and geographical location of TRNC by stating that "Cyprus is located in an important sea place that controls the Suez Canal and Gibraltar strait and it has an area of 9,300 square kilometres. 3,600 square kilometres (38%) of this area are located within the borders of the Turkish Republic of Northern Cyprus, located in the north of the island".

b) Customs and Traditions

Customs and traditions are very important elements of culture. In the customs and traditions category, it has been determined that some forgotten traditions such as visiting our elders, national holidays (celebrations of national holidays), weddings, deaths, ceremonies, folk dances and greetings are included in the texts.

The tradition of visiting our elders was stated in the text named "Cyprus Meatball" by saying "we go to Cyprus every summer holiday. When we go to Cyprus, we stay in my grandmother and grandfather's house".

Celebrating the national holidays in a festive atmosphere is one of our important traditions. In the poem "Republic Day", the republic day was expressed as "there is a celebration and entertainment for three days and three nights in the country". In another poem titled "Turkish Republic of Northern Cyprus", national holiday was expressed as "15th November, the feast of Turkish Cypriot".

In the text "Medoş Tulip", it is stated that tulip festival is organized in March every year. The way and language of greeting differs from one country to another and they are seen as parts of the culture. For example, in the text "Summer Nights of Cyprus" the greeting was mentioned and it was expressed as "Herd of sheep began to pass in front of my grandmother's house. All the shepherds greeted us".

The importance and hospitality given to the guests in the Turkish culture is quite remarkable. The Turks, known for their hospitality, are known for doing everything they can to comfort and satisfy people who come to their houses.

In the customs and traditions category, hospitality is mentioned in the text named "Summer Nights of Cyprus". For example; we

can see the following sentences; "My grandmother said 'let's walk up to aunt Zehra's house. She has made walnut paste and she will serve you'. We went there and ate walnut paste on tiny plates and tiny forks. As we ate, aunt Zehra said "bon appetite. It is halal for you".

In another text named "From an end to another end", the hospitality was expressed as "My friend came from Turkey. I showed him around and I gave him a feast. He liked everything so much".

As it can be seen in the examined texts, it does not need to be a special day, feast day, celebration, etc. to host guests. In the text titled "The legend of silver bowl", the privilege to the guests was expressed by saying "We behaved warmly to you because you are a guest". In the customs and traditions category, in a text named "My grandmother used to narrate", some cultural elements can be seen such as fumigating from olive leaves in order to avoid evil eye, and boiling herse (a kind of Cypriot food), shaving the groom, applying henna to bride and playing knife dance in the weddings. Another old wedding custom can be seen in the folk poem "Village wedding". The following quotes were given place in this poem; "dowry is carried by the tune of a drum, the bride is crying, the groom's mother is at home and cooking".

Another tradition is seen in the text named "The Island everybody wants". It was expressed that people in old times were dying early because of various reasons. People were burying them in the basement of their houses. Similarly, in another text titled "Circular pine legend" it was stated that the villagers buried the dead bodies.

c) Food and Beverage

Cuisine culture and eating and drinking habits reveal the life styles of that culture. Cuisine culture shows the ingredients, preparation, cooking, storage and serving of the food. In the analysed texts, some food and beverage were mentioned such as olives, olive oil, hawthorn jam, green olive, grapes, carob, walnuts, lemon, bergamot, pumpkin and palm paste, Cyprus meatballs, pastry with halloumi, chickpea bun, bread with olive, tahini, sausage and meatballs, rabbit meat, pickles, beans with vegetables, mixed herbal tea and some other Cypriot food pertain to Cyprus such as a kind of kebab, stuffed vegetables, Cyprus desserts (herse, zerde, golifa, gullirikya, halva with molasses), vegetable dish (kolakas, molehiya), dough dish (pirohu). It has been found out that many cultural elements were frequently included.

d) Religion and Faith

Religion has a very important place among the cultural elements. The influence of religion on culture within a nation and its role in the formation and change of other cultural elements cannot be denied. In some of the texts, superstitious beliefs were also taken into consideration in the category of Religion and Faith and three cultural elements were identified which are believing that a black cat brings bad luck, burning olive leaves protects from bad luck and it is good for soul, and people who wish something tie ribbons to the branches of a tree and so that their wish will come true.

For example, in the text titled "Black cat" the quote "black cat brings bad luck" shows the belief of people. Also, in the folk poem "My grandmother used to narrate" the quotes "she used to burn olive leaves with prays to prevent bad luck and evil eye" shows the people's beliefs. In the texts, some religious terms such as heaven, faith and sin were also found.

e) Values

In the texts examined in this category, values such as flag love, nation love, homeland love, national days, love of education, teacher love, human love, love of environment, unity, togetherness, solidarity and friendship are frequently repeated. The repetition of the same values led to the formation of texts around the same values. For instance, in the poem titled "The flag of Turkish Republic of Northern Cyprus", the love of flag was expressed with the sentences "rises to the sky with love/never touches down/greetings for thousands of times/The flag of Turkish Republic of Northern Cyprus". In the poem "Mourning to our martyrs", the love of nation and patriotism were mentioned as "carrying the honour of being a Turk".

f) Turkish Elders/Ancestors

Some of Turkish elders and ancestors such as Mustafa Kemal Atatürk, Dr. Fazıl Küçük, Rauf Denkaş, Fatih Sultan Mehmed and Kanuni Sultan Süleyman were mentioned in the texts. For example, in a poem named "People like Mustafa Kemal never drain away", some Turkish ancestors and elders were mentioned by saying "do not cry in November, people like Mustafa Kemal never drain away. People like Fatih Sultan Mehmed and Kanuni Sultan Süleyman never die".

g) Art, Artist and Work

In the category of art/artist/work, in a text titled "Lefkarawork", one of the most important handicrafts of Cyprus, named Lefkara, was stated. In another text, "I passes through Dillirga at night", musician Cemal ÖZGÜRSEL and the lyrics of an anonymous folk song named Dillirga were included.

In the text "Nice sound with Osman Alkaş", theatre actors Osman Alkaş and Yaşar Ersoy, Cüneyt Gökçer, Can Gürzap, Yücel Erten and director Derviş Zaim can be seen. On the other hand, in the text "Atatürk used to read a lot of books", the writer identity of Atatürk was found as he was the author of various books in different fields such as military, geometry and citizenship. In another text named "Our community leader Dr. Fazıl Küçük", Dr. Fazıl Küçük, who was a community leader of Turkish Cypriots, was expressed as a newspaper writer. Apart from these, in another text named "Interview with Hüseyin Çağlayan", the artist Hüseyin Çağlayan emerges with his fashion designer identity. The literary types of texts that are found in this category are legends, memoirs, interviews, speeches and poems. In addition, it was found that only proverbs, idioms, riddles, lullabies and manias that are endemic in Cypriot culture were included with Cypriot accent.

h) Folk Dance and Sports

In this category, two cultural elements which are knife dance and wrestling were determined. For example, in the text "Circular pine legend", wrestling, which is one of the folk sports, was touched on as "two dwarfs fell in love with the same girl. They decided to wrestle. The one who loses would give up his love. Wrestling started like that and lasted for days". Besides, in the text "My grandmother used to narrate", knife dance, which is one of the most important folk dances in Cyprus, can be seen in the phrase "My grandfather used to play a knife dance in the village wedding".

i) Children's games

In this category, only one cultural element was identified. In the text "Marble game", marble game was mentioned with the sentences "marble is an enjoyable game that is played with two or more people. Every player must place the marble in the agreed place".

j) History

In this category, a lot of historical events have been found such as world war II, the foundation date of the TRNC, teachers' day, the establishment of the Nicosia State theatre, the opening date of the parliament and the national sovereignty and children's day, the French revolution, the death of old community leader Dr.Fazıl Küçük.

In the text "Train", the history was shown with the World War II years and the date of the first voyage of the first train with the quotes "The train was first used in Cyprus during the British Administration. The train made its first journey between Nicosia and Famagusta in 1904. The train was worn out as a result of its frequent use in the years 1940 and 1945, World War II.

In the poem "Turkish Republic of Northern Cyprus", the foundation date of TRNC was stated with the sentence "We congratulate with joy, every 15th of November, Born like a sun, Turkish Republic of Northern Cyprus". In another text named "Head teacher Atatürk", it was stated that the great revolution started when we replaced the Arabic letters with the letters we are using today. Furthermore, it was stated that Atatürk was given the title of "Head teacher of the national schools" and that in 1981 it was decided to celebrate November 24 as Teacher's Day every year. In another text "Nice sound with Osman Alkaş" the establishment date of Nicosia Municipality was mentioned with the sentence "he founded the Municipal Theater of Nicosia in 1940".

In the text "I am a teacher", the opening of the Grand National Assembly of Turkey and National Sovereignty Children's Day (23 April 1920) can be seen as cultural elements. As another example, in the text "Centennial vine tree", it is mentioned that the vine tree entered the Guinness Book of Records in 1998.

In addition to these, in the text "Our community leader Dr. Fazıl KÜÇÜK" a lot of important events were mentioned about the history of Cyprus such as "Dr. Fazıl Küçük represented Turkish Cypriot people in the conference in London after the Zurich agreement made between Turkey and Greece. On 16 August 1960, he signed the founding agreement of the Republic of Cyprus. Dr. Fazıl Küçük watched the establishment of Turkish Republic of Northern Cyprus proudly and happily although he was ill. At the age of 78, he passed away".

Similarly, in the poem "Turkish Republic of Northern Cyprus", a lot of important historic events about North Cyprus was mentioned, such as "The story of the Turkish Cypriot people started in 1954. Republic of Cyprus was founded in 1960 and became the Federated State on 13 February 1975. Rauf Denktaş became the first president of the Federated state". In the examined texts, many cultural elements have been found in the history category.

k) Historical Artifacts and Architecture

In this category, quite a few cultural elements have been identified such as Salamis Ruins, King's Tombs, Otello Castle, Namık Kemal Dungeon, Lala Mustafa Paşa Mosque, Kyrenia Gate, Mevlevi Dervish Lodge, Obelisk, Büyük Han, DervişPaşa Mansion, İncirli Cave, Vuni Palace, Kantara Castle, St. Hilarion and Buffavento Castles, Ayios Philon Church and Monastery, Apostolos Andreas Monastery. For example, in the text "Bir Uçtan Bir Uca" (From end to the end), we see "First we visited the Salamis Ruins and then the Tombs of the Kings. When we went to Famagusta, we visited Otello Castle and Namık Kemal Dungeon. We took a photo under the cloak tree in front of Lala Mustafa Paşa Mosque".

l) Economy

In this category, four cultural elements were determined which are tray, coaster, making table cloth and Lefkara work (a kind of handcraft made in Cyprus). In the text "Lefkara work", it was expressed as "Lefkara work is done by women as a source of income and sold by Cypriot men to different countries". In another text named "Camels among the disappearing animals in Cyprus", the economy was expressed by the quotes "The camels were peasants who made a living by carrying loads with camels. They usually carried straw, but they also carried pomegranate, salt, carob and grapes in buffets".

Discussion and conclusion

In the examined texts in the "our country and our cultural values" theme, it was found out that richest cultural elements were in the geography/place category. It has been observed that the cultural elements related to the geographical location, place names, climate and plant species of Northern Cyprus are frequently mentioned. We can say that this is category with the most intense cultural elements.

In the customs and traditions category, it was observed that visiting the elders, weddings, burial customs, celebrations, ceremonies, hospitality, national holidays and greetings were mentioned. It was found out that the richest cultural elements were given place in weddings and hospitality. In this category, some customs and traditions, such as kissing the elders' hand, circumcision ceremonies and religious holidays, were not detected.

In the food/beverage category, it was found that a lot of food pertain to the culture were frequently used. However, considering their importance in the Cypriot culture, it was found out that some pivotal food/beverage such as coffee, sherbet, oven kebab, pilavuna (a kind of Cypriot patty), ayrelli (a Cypriot vegetable food), peksemet (a kind of Cypriot harsh biscuit) and şamişi dessert (a kind of dessert in Cyprus) were not included.

It has been determined that cultural elements were given a little place in Religion/Faith category. The three cultural elements of faith have been identified such as ominous black cat, fumigation and dedication to the branches of the tree. So that, superstitions were mentioned. About religion, which is one of the most important cultural elements, no information was found. There were not any findings about praying, fasting, Ramadan, Eid or Koran.

In the "values" category; it was found that values such as flag love, patriotism, national days, love of teacher, love of environment, unity and solidarity and friendship were included. On the other hand, some other cultural values such as humbleness, keeping promise, not breaking heart, being grateful patience, respect to the elders, goodwill, etc. were not included.

In the "Turkish elders and ancestors" category, five people were mentioned who were Mustafa Kemal Atatürk, Dr. Fazıl Küçük, Rauf Denktaş, Fatih Sultan Mehmed and Kanuni Sultan Süleyman. However, some important ancestors such as Mehmet Akif Ersoy, Yunus Emre, Evliya Celebi, Mevlana, Mimar Sinan ve Dede Korkut were not mentioned in the examined texts.

Another result of the study revealed that, six elements were identified in the Art/Artist/Work category. They were author Atatürk and Dr. Fazıl Küçük, fashion designer Hüseyin Çağlayan, theatre actor Osman Alkaş, Lefkara crafts (a kind of handcraft in Cyprus) and Dillirga song (a Cyprus song). The results of the examined texts showed that poets, painters, sculptors and architects were not included in the texts.

In another category, which is Folk dances/Sport, knife dance (an example for a folk dance in Cyprus) and wrestling (sport) were found. It was found that this category was given little place in the examined texts. It is necessary to attach more importance to this category.

In the Children's Games category, only marbles game was identified. More attention should be given to children's games. In the texts, some children games should be included that are very popular in Cyprus such as hopscotch, blind man's bluff, hide-and-see, and lingiri (a kind of Cypriot game with sticks).

In the history category, it was found out that a lot of dates and historical events were included in the examined texts, such as World War II, foundation date of TRNC, Teachers' Day, establishment of Nicosia State Theatre, opening date of Parliament and National Sovereignty and Children's Day, French Revolution, Dr.Fazıl KÜÇÜK's death date. However, it was determined that the May 19, 1919 "Youth and Sports Day", which is one of the important dates, was not included in the examined texts.

In the historical artifacts/architecture category, a lot of important artifacts and buildings such as Salamis Ruins, King Tombs, Otello Castle, Namık Kemal Dungeon, Lala Mustafa Pasa Mosque, Kyrenia Gate, Mevlevi Dervish Lodge, Great Inn, Derviş Pasa Mansion, Vuni Palace, Kantara Castle, St. Hilarion and Buffavento Castles, Ayios Philon Church, and Monastery, and Apostolos Andreas Monastery were mentioned. It was found that only three cultural elements (Mevlevi Dervish Lodge, Dervish Pasha Mansion and Great Inn) from the Ottoman period were included in this category. It was found out that some important buildings of Ottoman empire such as Cafer Paşa Bath, Hala Sultan lodge, Silihtar Aqueduct, Hz. Omer Tomb, and Sultan II library were not included in the texts.

Agriculture, which has an important place in the sociocultural life and epics of the Turks in the past, was also paid attention in the examined texts. In the economy category, it was found that the cultural elements such as tourism, agriculture, transportation and trade were included. It is noteworthy that there was no mention of livelihoods such as hunting and animal husbandry, which have important places in Turkish Cypriots' economy.

Recommendations

According to the findings of this study, it is thought that the following recommendations can be done;

- In the "Our Country and Cultural Values" themes prepared according to class levels, more literary texts that include Turkish elders and ancestors, children's games, language awareness, and religious and national holidays must be given place.
- In the texts to be used, more attention can be paid to the choice of subject and the rich content of the language.
- In the "Our Country and Cultural Values" theme, the routine words of the language are not sufficient in number. In terms of language teaching, texts can be enriched in terms of real-life stereotypes, the routine words, proverbs and idioms.
- The works that deal with the cultural values of the society can be given more place in the Turkish curriculum.
- In order to prevent the loss of some values of the culture that are sinking into oblivion or forgotten, these values should be taken into the Turkish curriculum.
- It must be paid attention that the texts dealing with cultural values should be more interesting.
- During the transfer of cultural values, it is important not to give place to the same kind of texts only but also prose and poetry must be preferred.

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