

A Values Education Investigation of Folk Songs in Elementary School Music Textbooks

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Abstract

The aim of this descriptive study was to examine the values in Turkish Folk Music songs included in the elementary school music textbooks developed in line with 2018 curriculum in Turkey. In this sense, 44 folk songs included in elementary school music textbooks used in Turkey in the 2019-2020 academic year were investigated in order to reveal the values in these songs. Content analysis was adopted in this study. The findings showed that the textbooks generally consisted of folk songs in which the values of love, patriotism and courage were addressed. In this context, 20 folk songs with the value of love and 4 folk songs with patriotism and courage are included in the textbooks. In addition, it was found that there were four folk songs with the value of local values, two with compassion, one with kinship, one with perseverance, and one with belonging.

Keywords: Value, Values Education, Folk Song, Turkish Folk Music, Music Textbooks, Elementary School

Introduction

Value refers to a set of cultural, social and moral principles and rules that a society has. The Turkish Language Institution (2022) defines the term value as “the whole of the material and moral elements that cover the social, cultural, economic and scientific values of a nation”. In the context of moral behavior, value is described as a criterion that a person uses when evaluating a number of people and qualities, wishes, intentions and behaviors of these people (cited in Yazıcı, 2013). The ability of people to live together depends on some values on which the society agreed in general. Adapting all positive emotions to life and developing behavior based on these emotions are the foundations of the concept of value. Öncül (2000) explained the concept of value as “the degree of importance or superiority attributed to an object, being or activity in spiritual, moral, social, or aesthetical terms.

As in all areas of our life, the concept of value also plays an important role in the field of education. The values individuals possess are the elements that enable them to distinguish the good and the right and behave accordingly. Therefore, it can be argued that values form the basis of people’s perspective on life and behaviors (Şişman, 2002).

Just as values affect human life, people can affect the concept of value and change its structure. Although values are abstract concepts, they shape human behavior. In other words, the relationship between values, emotion, thought and behavior is mutual (Ateş, 2017).

Values education starts in the family, which is the first social environment of human. Concepts such as the right, the wrong, the good and the bad are first taught in the family. The values individuals observe and learn in their family play a significant role in shaping their future life. As stated by Ulusoy and

Dilmaç (2014), the knowledge, attitudes and values that an individual acquires in the family should be well-founded and compatible with other values. After the family, the influence of the society on the individuals begins. When they begin to live in the society, they learn values, knowledge and attitudes about customs and traditions.

Values education which have started in the family continues in the school. In school life, as individuals adapt to a new environment, the range of values expands and they come across more values which play important roles in social life. The inclusion in a new social environment and the education given at school pave the way the individuals to be aware of new values. In addition to the basic values learned in the family, other values are taught to individuals through the education they receive at school.

Values education in schools was included in the curriculum for the first time in 2010 in Turkey, and was put into practice in the 2011-2012 academic year. Values education activities in schools are carried out on the basis of the curricula. In this context, the inclusion of values as key values in all courses took place with the radical 2018 curriculum revision in Turkey. This change was introduced in order to keep up with the requirements of the age and the needs of the society. (Kılcan, 2020).

The way values education shapes the lives of children, and the application of the values that children learn by making them a part of their lives begins with school life. Emphasizing the the importance of values education, Yaman (2012) argues that it is very important that many values such as love, respect, tolerance, responsibility, dignity, justice, caring for the family, independence and free thinking, optimism, altruism, sensitivity, honesty, loyalty, cleanliness, hospitality, patriotism in the family, school, society and media are implemented and transformed into behavior through activities and practices. In addition, the Ministry of National Education included the following values in the curricula: friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism and altruism. These values will be addressed as separate units, with the sub-values they are associated with, and with other key values in the learning and teaching process (MEB, 2019).

There are a number of ways to transfer values education to children. One of these way is the transmission through music. Music is a branch of art which positively influences the mental and physical development of an individual, attracts more attention of children, and therefore plays an important role in the improvement of the child's focus and concentration. Therefore, teaching values education through songs and folk songs in music textbooks is a very effective way for children to learn and adopt these values.

According to Turhan and Kova (2012), every nation has its own culture and cultural elements that strengthen and reinforce this culture. One of the most important of these elements is music culture. Music culture is a significant cultural feature that conveys a society's life struggle, interpersonal relations, values, communication with nature and feelings from birth to death. In terms of Turkish Culture, Turkish Folk Music is a cultural entity that tells the pains, sorrows, loves and relationships between human-human, human-nature and human-other living beings. In other words, it reveals everything about human being in the folk language. Folk music and folk poets express people's feelings with a local attitude and style. In addition, they play an important role in public education. The behavior patterns, values and moral understanding are reflected in folk songs, which attributes additional meanings to folk music and folk poets beyond its mere entertaining and emotionally reflective function.

The objectives of the Ministry of National Education regarding the values education Music lesson are as follows:

- Enabling the students to perceive elements of different cultures as richness by recognizing local, regional, national and international music genres.
- Establishing personal and social relationship through music.
- Ensuring that the students sing our anthems, especially the Independence March, in accordance with their spirit.
- Developing feelings of love, sharing and responsibility through music,
- Ensure that the students have a musical culture and knowledge that reinforces the national unity

and integrity and facilitates the integration with the world. (MEB, 2019).

The aim of this study was to investigate the values in Turkish Folk Music in the elementary school Music textbooks developed in accordance with the 2018 curriculum in Turkey. In addition, it was tried to stress the importance of Turkish Folk Music in values education.

Table 1 Values

1	Love
2	Respect
3	Kinship
4	Courage
5	Compassion
6	Belonging
7	Perseverance
8	Trust
9	Responsibility
10	Tolerance
11	Morals
12	Altruism
13	Patriotism
14	Local Values

Method

Qualitative research design was adopted in this study in which the values in the elementary school Music textbook were examined. According to Yıldırım and Şimşek (2008), in qualitative research, data collection techniques such as observation, interview and document analysis are used, and a qualitative procedure is used to investigate perceptions and events in a natural environment in a realistic and holistic way.

Research Design

Since the aim of this study was to investigate the values in Turkish Folk Music, which are included in the elementary school Music textbooks developed in accordance with the 2018 curriculum, the document analysis technique was used. Document analysis is a qualitative research method in which the content of written documents is analyzed in a detailed and

systematic way (cited in Kırıl, 2020). Documents consist of recorded texts and pictures without the intervention of a researcher. The types of documents that can be used in research are as follows: advertisements, agendas, attendance records, invitations, meeting minutes, guides, notes, books and brochures, diaries, journals, program records, letters, memoranda, maps, charts, newspapers, artworks, program details, radio TV program scenarios, organizational reports, survey data, various public records, notebooks, photo albums, etc. (cited in Kırıl, 2020). These kinds of documents provide data for researchers to use in their studies.

The Materials

In this study, elementary school music textbooks prepared in line with the 2018 curriculum and used in Turkey in the 2019-2020 academic year were used. 44 folk songs included in the textbooks were examined in terms of values education.

Data Collection and Analysis

The lyrics of the folk songs included in the study were read and a content analysis was conducted to determine which value they taught. The content analysis aims to reveal concepts and relationships that can explain the data. The summarized and interpreted data are exposed to an in-depth investigation in content analysis and as a result, concepts and themes are discovered. Concepts lead the researcher to themes, and through themes, phenomena can be better organized and become understandable (Yıldırım & Şimşek, 2011).

Findings

In this study, 44 folk songs included in the elementary school music textbooks were examined and the following findings were obtained.

As seen in Table 2, 5th Grade Music Textbook consisted of 6 of folk songs from different regions. It was revealed that these had four different values in total: love, local values, patriotism, and kinship. It was found that there was no value in one of the folk songs.

Table 2 Folk Songs and the Values in the 5th Grade Music Textbook

Name of the Song	Region	Value
Kara Basma İzOlur (Don't step on snow, it'll show your tracks)	Bayburt	-
Bizim Eller(Our Regions)	Van	Local Values
Gökte Yıldız Ay Mısın (Are you the moon, the star in the sky)	Rize	Love
Makaram Sarı Bağlar (My Spool's Yellow Thread)	Diyarbakır	Love
Hey Onbeşli (Hey Fifteen)	Tokat	Patriotism
Bahçalarda Börülce (Black-eyed-pea in the Gardens)	Tekirdağ	Kinship

Table 3 Folk Songs and the Values in the 6th Grade Music Textbook

Name of the Song	Region	Value
Yörük Ali (Yuruk Ali)	Aydın	Courage
Deniz ÜstüKöpürür (Surface of the Sea Foams)	Muğla	Love
SenBu Yaylaları Yaylayamazsın (You cannot go to these highlands)	Trabzon	Love
Nar Danesi (Pomegranate Seeds)	Kırşehir	Love
Tiridine Bandım (Dipped in Tirit)	Kastamonu	Compassion
Çanakkale Türküsü (A Ballad for Çanakkale)	Kastamonu	Patriotism, Courage
Hoş Gelişler Ola (Warm Welcomes)	Kars	Patriotism

Table 3 shows that there were seven folk songs from six different regions in the 6th Grade Music Textbook. It was found that three folk songs had the value of love, one had compassion, one had patriotism, one had courage and one had both patriotism and courage. In total, there were 4 different values in these folk songs.

Table 4 Folk Songs and The Values in the 7th Grade Music Textbook

Name of the Song	Region	Value
Kavurma Koydum Tasa (Braised Meat in the Bowl)	Erzurum	Local Values, Love
Kiremide Su Düştü (Water on the Tile)	Rize	Love
Toyçular (The Hosts at the Wedding)	Van	Love
Entarisi Dım Dım Yar (My Love in the Short Dress)	Sivas	Love, Belonging
Altın Hızma Mülâyim(Golden Nose Pin)	Kerkük	Compassion, Love
Dere Geliyor Dere (The River is Overflowing)	Kırklareli	Love
Yemen Türküsü (A Ballad for Yemen)	Muş	Patriotism, Courage
Bitlis'te Beş Minare (Five Minarets in Bitlis)	Bitlis	Love
Geçti Dost Kervanı (The Caravan of Friends has passed)	Erzincan	Love
Uzun İnce Bir Yoldayım (A Long Narrow Road)	Sivas	Perseverance

It is seen in Table 4 that there were ten folk songs from nine regions in the 7th Grade Music Textbook. It was found that these folk songs addressed seven different values: love (7), local values (1), belonging (1), compassion (1), patriotism (1), courage (1), perseverance (1).

Table 5 Folk Songs and the Values in the 8th Grade Music Textbook

Name of the Song	Region	Value
İzmir'in Kavakları (Poplars of İzmir)	İzmir	Courage
Kahveyi Kavururlar (Roasted Coffee)	Eskişehir	Local Values, Love
Malatya	Malatya	Local Values, Love
Evlerinin Önü Yıldız Piyade (Shiny Road in front of Their House)	Çankırı	Love

Seherde Bir Bağa Girdim (I Went to a Vineyard at Dawn)	Erzincan	-
Bahça Duvarından Aştım (I Climbed over the Garden Wall)	Kayseri	Love
Kara Üzüm Salkımı (A Bunch of Black Grapes)	Denizli	Love
Ordu'nun Dereleri (Rivers of Ordu)	Ordu	Love
Gesi Bağları (Vineyards of Gesi)	Kayseri	Love, Trust
Ben Seni Sevdiğimi (That I Love You)	Trabzon	Love
Garip Bir Kuştü Gönlüm (My Heart was a Poor Bird)	Şanlıurfa	Love
Eziz Dostum (My Dear Friend)	Azerbaycan	Love
Ay Saçı Burma (Hey Curly-Haired)	Azerbaycan	Love
Davul Çalar (Drums are Played)	Kıbrıs	-
Sensen Menim Dilberim (You are My Beautiful)	Özbekistan	Love

Table 5 shows that 8th Grade Music Textbook consisted of 15 folk songs from 13 regions. These folk emphasized the following values: love (12), local values (2), courage (1) and trust (1). In addition, it was found that two folk songs did not have any values.

Conclusion and Recommendations

In this study, a total of 44 folk songs included in the elementary school Music textbooks were identified and these songs were investigated within the scope of values education by analyzing their lyrics. It was concluded as a result of this study that the folk songs in the textbooks do not include and address most of the values used in values education. It was revealed that the folk songs examined in this study mainly consisted of the values of courage and patriotism and love. In addition, it was found that there were not many folk songs that address different values. Furthermore, the following nine values were identified in 44 folk songs examined in this study: love, local values, patriotism, kinship, compassion, belonging, perseverance, courage and trust. Other findings of the study were as follows:

In the 5th grade Music Textbook, the value of love in Gökte Yıldız Ay Mısın (Are you the moon, the star in the sky) and Makaram SarıBağlar (My Spool's Yellow Thread), local values in Bizim Eller (Our Regions), patriotism in Hey Onbeşli (Hey Fifteen), and kinship in Bahçalarda Börülce (Black-eyed-pea in the Gardens) were addressed.

It was found in 6th grade Music Textbook that Deniz Üstü Köpürür (Surface of the Sea Foams), Deniz Üstü Köpürür (Surface of the Sea Foams)

and Nar Danesi (Pomegranate Seeds) had the value of love, "Yörük Ali (Yuruk Ali) had the values of courage, Tiridine Bandım (Dipped in Tirit) addressed compassion, Hoş Gelişler Ola (Warm Welcomes) consisted of patriotism. In addition, Çanakkale Türküsü (A Ballad for Çanakkale) addressed two different values which were patriotism and courage.

In the 7th grade Music Textbook, the value of love was addressed in Kiremide Su Düştü (Water on the Tile), Toycular (The Hosts at the Wedding), Dere Geliyor Dere (The River is Overflowing), Bitlis'te Beş Minare (Five Minarets in Bitlis), Geçti Dost Kervanı (The Caravan of Friends has passed), love and local values in Kavurma Koydum Tasa (Braised Meat in the Bowl), love and belonging is Entarisi Dım Dım Yar (My Love in the Short Dress), compassion and love in Altın Hızma Mülâyim (Golden Nose Pin), patriotism and courage in Yemen Türküsü (A Ballad for Yemen), perseverance in Uzun İnce Bir Yoldayım (A Long Narrow Road)

It was found in 8th grade Music Textbook that Evlerinin Önü Yıldız Piyade (Shiny Road in front of Their House), Bahça Duvarından Aştım (I Climbed over the Garden Wall), Kara Üzüm Salkımı (A Bunch of Black Grapes), Ordu'nun Dereleri (Rivers of Ordu), Ben Seni Sevdiğimi (That I Love You), Garip Bir Kuştü Gönlüm (My Heart was a Poor Bird), Eziz Dostum (My Dear Friend), Ay Saçı Burma (Hey Curly-Haired), Sensen Menim Dilberim (You are My Beautiful) had the value of love, Malatya consisted of the value of local values and love, Gesi Bağları (Vineyards of Gesi) included the values of love and trust. In addition, there was no value in Seherde Bir Bağa Girdim (I Went to a Vineyard at Dawn) and Davul Çalar (Drums are Played).

Based on these findings, the following recommendations are put forward:

- The awareness that Turkish Folk Music songs were composed based on the value judgments of the people should be developed.
- Folk songs that have value in Turkish Folk Music should be identified and included in the values education.
- A more extensive use of Turkish Folk Music songs should be provided in teaching values education through music.
- Values education should be emphasized in undergraduate Music Education programs.
- Scientific activities should be organized to exchange ideas on teaching values education through music.

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