

## **The Views Of Pre-Service Social Studies Teachers Regarding The Teaching Of The Atatürk's Principles And History Of Revolution<sup>1</sup>**

### **Sosyal Bilgiler Öğretmeni Adaylarının Atatürk İlkeleri Ve İnkılâp Tarihi Öğretimine Yönelik Görüşleri**

**Bülent AKBABA**

*Gazi Üniversitesi Gazi Eğitim Fakültesi, Sosyal Bilgiler Eğitimi ABD, Ankara*

**Bahattin DEMİRTAŞ**

*Gazi Üniversitesi Polatlı Fen Edebiyat Fakültesi, Tarih Bölümü, Ankara*

**Togay Seçkin BİRBUDAK**

*Gazi Üniversitesi Gazi Eğitim Fakültesi, Tarih Eğitimi ABD, Ankara*

**Bahadır KILCAN**

*Gazi Üniversitesi Gazi Eğitim Fakültesi, Sosyal Bilgiler Eğitimi ABD, Ankara*

**Makalenin Geliş Tarihi : 01.05.2015**

**Yayına Kabul Tarihi: 09.06.2015**

#### **Abstract**

*This study aimed at determining the views of pre-service social studies teachers regarding the teaching of the Atatürk's Principles and History of Revolution (APHR). Survey model was employed in the present study whose study group consisted of 437 pre-service social studies teachers from Gazi University, Karadeniz Technical University, Kastamonu University, and Aksaray University. According to the research results, pre-service social studies teachers have a medium-level and high-level interest in the subjects of the APHR, but read just a limited number of studies on such subjects. Based on the findings of the study, it is seen that the APHR should be compulsory in higher education, every Turkish citizen should receive this course, the lesson content does not change in the course of time, course hours allocated for this course are adequate, and the course objectives are achieved sufficiently, according to the views of the pre-service teachers.*

**Keywords:** *Atatürk's principles, revolution history, social studies, pre-service teachers*

#### **Özet**

*Bu araştırmanın amacı sosyal bilgiler öğretmeni adaylarının Atatürk İlkeleri ve İnkılâp Tarihi öğretimine yönelik görüşlerini belirleyebilmektir. Tarama modelinde gerçekleştirilen araştırmanın çalışma grubunu Gazi Üniversitesi, Karadeniz Teknik Üniversitesi, Kastamonu Üniversitesi ve Aksaray Üniversitesi'nde öğrenim gören 437 sosyal bilgiler öğretmeni adayı*

*1. This study is the extended version of the oral presentation (having the same title as this one) made in the 3<sup>rd</sup> International Symposium on Social Studies Education held in Ankara between the 28<sup>th</sup> and the 30<sup>th</sup> of April 2014.*

*oluşturmaktadır. Araştırmanın sonuçlarına göre, sosyal bilgiler öğretmen adayları Atatürk İlkeleri ve İnkılâp Tarihi konularına orta ve üst düzeyde ilgi duymakta fakat konu ile ilgili az sayıda kitap okumaktadır. AİİT dersinin yükseköğretim düzeyinde zorunlu olarak okutulması, her Türk vatandaşının bu dersi alması, ders içeriğinin değişmemesi, ders saatinin uygunluğu, amaçlarının gerçekleşme düzeyinin yeterli olduğu ifade edilmektedir.*

*Anahtar Kelimeler: Atatürk ilkeleri, inkılâp tarihi, sosyal bilgiler, öğretmen adayları*

## 1. Introduction

One of the fundamental steps taken by newly-founded nation states fighting for independence to strengthen their existence is to separate and differentiate themselves from their predecessors. One of the methods employed to this end is rejecting the old and glorifying the new (Bileteska, Şahin and Şükür, 2013). Building the Republic of Turkey, which was founded on the roots of the Ottoman Empire – the last part of the rooted Turkish-Islamic tradition– after it withdrew from the stage of history, on sound bases depended on the existence of individuals internalizing the political and social life style introduced by it first of all. Thus, those who realized the revolution tried to establish a new socio-economic and political structure as well as an organizational fabric to ensure an effective flow of such structure on one hand, and embarked upon a series of enterprises for making the society adopt this new regime on the other hand. An important part of the effort to shape the mentality of individuals for the future of the Turkish society in accordance with the intended objectives was considered to be history and history education regarded as quite an effective instrument to fulfill the above-mentioned function (Aslan, 1998: 305). All states of the modern world have given priority to the implementation of a modern history education that is suitable for their own existential philosophies and gives meaning to their ideologies (Metin, 2006: 46). History has been an important instrument for shaping national identity within the Republic of Turkey's order of cultivating citizens. Within this context, Kemalism and the history of the Republic of Turkey have quite a unique part in the approach of the Republic to the construction of modernization (Yılmaz, 2006).

The effects of revolution history courses, which are compulsory in all stages of education in Turkey including undergraduate education, on the collective memory and national identity of the Turkish society are quite evident (Bileteska, Şahin and Şükür, 2013). One purpose of the Atatürk's Principles and History of Revolution Course is to make new generations adopt Atatürk's principles and revolutions consciously, and to equip them with qualifications enabling them to be on the alert and resist against all sorts of destructive movements, approaches, and actions that object to the fact that the State of the Republic of Turkey is an indivisible whole with its country and nation. Another purpose of this course is to make them experience the honor and happiness of being Turkish through having them feel that they are the inheritor of a broad and rich history while they are evaluating and interpreting events about the country and the world from our recent past to the future, and to achieve all that by using the facilities of the method of history and through cooperation with other disciplines (Hatipoğlu, 2004: 22). Even though the content and the name of the course have been redefined over the years, its goal has not changed radically in the historical process (Şimşek and Güler, 2013).

There seems to be a consensus on the goal of teaching revolution history. However, there is no consensus how to present it (i.e. offering history along with elements creating national consciousness and citizenship consciousness vs. offering history as a science coherently and reliably based on primary sources), which has caused the teaching of revolution history in Turkey to be a chronic topic of discussion (Safran, 2006: 100). While the superiority and objectivity of science are explained to young generations at universities on one hand, the Atatürk's Principles and History of Revolution Course, which is a mission course, is given to them on the other hand. That is not unique to the Republic of Turkey. Courses with similar contents to this course are given in many countries across the world as a guarantee of the regime, which is called indoctrination (Akgün, 2004). Every country must know their existential history and work to ensure its sustainability through conveying it to the next generations. In Turkey, the aim of providing history courses in general and revolution history courses in particular is to show the success in overcoming the danger of disappearance and surviving, and to make individuals comprehend the process of rebirth under a new name (Arslan, 2005: 65). In this course, students are not expected to acquire history knowledge alone. The course attempts to cultivate individuals who comprehend the historical events taking place in the process of formation of Atatürk's principles and revolutions constituting the basis of the Republic of Turkey, adopt such principles and revolutions, and have a consciousness to sustain them. The discipline of history tries to manifest historical facts as objectively as possible. However, when it is addressed as an instrument of acculturation process, the revolution history course aims to cultivate people who not only can do historical research, think critically, and discuss, but also try to sustain relevant revolutions (Acun, 2006: 155).

The revolution history course is a compulsory course provided in all departments of the universities in Turkey. The compulsoryness of the course for all higher education youth does not guarantee uniformity in its teaching (Aksoy, 2006: 66). Lack of such uniformity brings about new discussions about the course. There have been hot debates in the academy (especially among the scientists of law, political science, and history) concerning how to teach this course. The debates on the revolution history course have centered upon two points: (1) the course must be indoctrination-based; or (2) the course must be considered a matter of science and be addressed in accordance with the methods of the science of history (İnan, 2012). Since it dates back to 1925 and has always continued its existence in the Turkish education system through new arrangements depending on different political developments taking place in the historical process, the Atatürk's Principles and History of Revolution Course has been subject to such debates many times. Besides the debates of educational scientists concerning the learning-teaching process of the course, there are also some different stakeholders considered to be concerned with the course who discuss the existence, philosophy, and objectives of the course (Babaoğlu, 2013). The recent studies on the existence and objectives of the revolution history course as well as the problems experienced in its teaching and solution offers regarding such problems seem to focus on three main topics. (1) general problems experienced in the teaching of the revolution history course; (2) teachers' views regarding the problems experienced in the high school revolution history course; and (3) the views of pre-service teachers regarding the revolution history course (Şimşek and Güler, 2013). Among these three topics, the third one (i.e. the views of pre-service teachers

regarding the revolution history course) has a special importance in that the foundation philosophy of the country is expected to be conveyed to the youth through teachers.

### **Aim**

This study aimed at determining the views of pre-service social studies teachers regarding the teaching of the Atatürk's Principles and History of Revolution Course (APHRC). To this end, an attempt was made to answer the below-mentioned questions:

- What are the interest and achievement levels of pre-service social studies teachers regarding the Atatürk's Principles and History of Revolution Course?
- What are the views of pre-service social studies teachers regarding the existence and necessity of the Atatürk's Principles and History of Revolution Course?
- At what level do pre-service social studies teachers think the objectives of the Atatürk's Principles and History of Revolution Course are achieved?
- What problems are experienced in the Atatürk's Principles and History of Revolution Course, according to pre-service social studies teachers?
- What does APHRC mean for pre-service social studies teachers?

## **2. Method**

### **2.1. Research Model**

The survey model was employed in the present study. The survey model is a scientific research type that tries to reflect an existing situation as it is and to evaluate the individuals or objects under examination in their own conditions (Karasar, 2008). The present study employed the survey model because it was suitable for its aim, could reveal an existing situation, allowed studying large samples, could provide information about the views of participants concerning a particular subject or event, etc. (Büyüköz-türk et al., 2008).

### **2.2. Study Group**

The study group consisted of 437 pre-service social studies teachers studying at the departments of social studies education of Aksaray University Faculty of Education, Gazi University Gazi Faculty of Education, Karadeniz Technical University Fatih Faculty of Education, and Kastamonu University Faculty of Education. Information about the study group is provided in table 1 below.

**Table 1. Study Group (N=437)**

Gender	f		Age Range		High School Type	f		Grade	f		Academic Achievement Status	f		
		%		%			%			%			%	
Male	183	41.9	17-19	74	16.9	General High School	293	67.0	1	118	27.0	Less than 2.00	14	3.2
Female	254	58.1	20-21	199	45.5	Science High School	2	.5	2	113	25.9	2.01-3.00	278	63.6
			22-23	136	31.1	Anatolian High School	84	19.2	3	142	32.5	3.01-3.50	129	29.5
			24-25	18	4.1	Vocational High School	30	6.9	4	64	14.6	3.51-4.00	16	3.7
			26+	10	2.3	Private High School	6	1.4						
					Other	22	5.0							

### 2.3. Data Collection Instrument

Research data were collected via the questionnaire developed by the researchers. The Atatürk's Principles and History of Revolution Questionnaire Form created through the review of the related literature was submitted to the opinion of the faculty members from Gazi University, Ankara University, and Hacettepe University specialized in the Teaching of Atatürk's Principles and History of Revolution in order to ensure item pool scope validity. After necessary corrections were made in accordance with the opinions of the above-mentioned domain experts, the questionnaire form, which was approved by also assessment and evaluation and linguistics experts, was administered to 235 students attending Gazi University Gazi Faculty of Education. Then reliability analyses were conducted via SPSS 15.0. The internal consistency coefficient of the questionnaire was calculated via Cronbach's Alpha. Calculated to be .95, this value demonstrated that the Atatürk's Principles and History of Revolution Questionnaire Form could be used for performing reliable measurements. A reliability coefficient of not less than 0.70 is regarded as an indicator of scale's reliability (Sipahi, Yurtkoru and Çinko, 2010).

### 2.4. Data Collection and Analysis

Research data were collected from 437 pre-service social studies teachers studying at the departments of social studies education of Aksaray University Faculty of Education, Gazi University Gazi Faculty of Education, Karadeniz Technical University Fatih Faculty of Education, and Kastamonu University Faculty of Education in the spring semester of the 2013-2014 academic year. At the data collection stage, the participants were informed of the study's aim, quality (i.e. it was a scientific study), and confidentiality (i.e. personal information would be kept confidential). The research data were analyzed via SPSS 15.0. The descriptive statistics belonging to the participants' views were included in data analysis for making direct analysis possible.

### 3. Findings And Interpretation

This section presents the research findings and the interpretations of such findings. The research findings and interpretations are based on the data obtained in accordance with the sub-problems of the study.

#### 3.1. The Findings and Interpretations Related to the First Sub-Problem

In the analysis of the first sub-problem of the study, the descriptive statistical values related to the interest and achievement levels of the pre-service social studies teachers regarding the Atatürk's Principles and History of Revolution Course were dealt with. These values are presented in table 2.

**Table 2. The Interest and Achievement Levels of the Pre-service Social Studies Teachers regarding APHRC (N=437)**

The Level of Interest in APHRC Subjects	f %		The Number of Books about APHR Read	f %		The Status of Attending the APHRC	f %		The Status of Achievement in the APHRC	f %	
None	8	1.8	None	45	10.3	None	23	5.3	50-	4	.9
Low	39	8.9	1-5	238	54.5	1/4	37	8.5	51-70	103	23.6
Medium	225	51.5	6-10	100	22.9	Half	75	17.2	71-85	215	49.2
High	120	27.5	11-15	32	7.3	3/4	171	39.1	86-100	115	26.3
Very High	45	10.3	16-20	18	4.1	All	131	30.0			
			21+	4	.9						

According to the table 2, 89.3% of the participants stated that they had a medium-level or a high-level interest in APHRC subjects. However, only 22 students read over 16 books on such subjects. These students constituted 5% of the pre-service social studies teachers participating in the study. According to the table 2, 69.1% of the study group attended most of the lessons. The table 2 also demonstrates that the academic achievement score of 75.5% of the pre-service social studies teachers in the APHRC was in the range of 71 to 100.

#### 3.2. The Findings and Interpretations Related to the Second Sub-Problem

In the analysis of the second sub-problem of the study, the descriptive statistical values related to the views of the pre-service social studies teachers regarding the existence and necessity of the Atatürk's Principles and History of Revolution Course were dealt with. These values are presented in tables 3, 4, and 5.

**Table 3. The Views of the Pre-service Social Studies Teachers Regarding the Existence and Necessity of the APHRC (N=437)**

Statement	Yes		No	
	f	%	f	%
Should the APHTRC continue to be taught at higher education level?	382	87.4	55	12.6
Should the APHTRC be an elective course?	147	33.6	290	66.4
Should the content of the APHTRC be changed?	153	35.0	284	65.0
Should the name of the APHTRC be changed?	59	13.5	378	86.5

According to the table 3, 87.4% of the pre-service teachers in the study group wanted the APHRC to continue to be taught at higher-education level. 66.4% of the students wanted the course to be compulsory, and 65% of the students wanted the content of the course not to be changed. In addition, 86.5% of the students did not want the name of the course to be changed. Among the suggestions of the pre-service social studies teachers wanting the name of the course to be changed, the History of the Republic of Turkey, the History of Modern Turkey, and Revolution History come to the forefront.

**Table 4. The Views of the Pre-service Social Studies Teachers Regarding the Number of APHRC Hours**

Course Hour	f	%
None	21	4.8
1	134	30.6
2	138	31.6
3	96	22.0
4	48	11.0
Total	437	100.0

According to the table 4, 31.6% of the pre-service social studies teachers in the study group wanted the APHRC to be provided in two course hours weekly as specified in the curriculum set by the Council of Higher Education; 33% of the study group wanted the number of course hours to be increased; 30.6% of the study group wanted the said number to be reduced to one hour; and 4.8% of the study group stated that there should be no APHRC. The pre-service teachers stating that there should be no APHRC said "Agree" to the statements in table 5 arguing that this course is unnecessary, and indicated the reasons underlying their wishes for the elimination of the course.

**Table 5. The Views of the Pre-service Social Studies Teachers Regarding the Problems Underlying Their Wishes for the Elimination of the APHRC from the Curriculum (N=437)**

Statements	Agree		Disagree	
	f	%	f	%
Problems encountered at high school level continue.	13	3.0	424	97.0
It is just an unnecessary repetition at higher education level.	16	3.7	421	96.3
It is far from being objective.	11	2.5	426	97.5
It is devoid of discussion and criticism.	13	3.0	424	97.0
It is static.	8	1.8	429	98.2
There is no place for different points of view.	19	4.3	418	95.7
It prevents students from developing democratic attitudes.	6	1.4	431	98.6
It reflects the official ideology.	17	3.9	420	96.1
It does not have any effect on academic achievement.	6	1.4	431	98.6
Since it is teacher-centered, it does not have much contribution to student development.	14	3.2	423	96.8
It is regarded as a preparation course for exams like KPSS (Public Personnel Selection Examination).	8	1.8	429	98.2

According to the table 5, the most common view regarding the problems underlying the wishes of the pre-service social studies teachers for the elimination of the APHRC from the curriculum was, "There is no place for different points of view" (4.3%). While 3.9% of the pre-service social studies teachers in the study group stated that the APHRC was a course aimed at reflecting the official ideology, 3.7% of the study group said that it was just an unnecessary repetition at higher education level.

### 3.3. The Findings and Interpretations Related to the Third Sub-Problem

In the analysis of the third sub-problem of the study, the descriptive statistical values related to the views of the pre-service social studies teachers regarding the level of achievement of the objectives of the Atatürk's Principles and History of Revolution Course were dealt with. These values are presented in table 6.

**Table 6. The Views of the Pre-service Social Studies Teachers Regarding the Level of Achievement of the Objectives of the APHRC (N=437)**

Statements	None		Low		Medium		High		Very High	
	f	%	f	%	f	%	f	%	f	%
Learning about the past	4	.9	37	8.5	147	33.6	185	42.3	64	14.6
Understanding the present	12	2.7	46	10.5	148	33.9	143	32.7	88	20.1
Creating historical consciousness	8	1.8	38	8.7	106	24.3	176	40.3	109	24.9
Cultivating individuals who are aware of their duties and responsibilities	11	2.5	49	11.2	117	26.8	162	37.1	98	22.4



Statements	None		Low		Medium		High		Very High	
	f	%	f	%	f	%	f	%	f	%
Contributing to the moral development of individuals	25	5.7	97	22.2	144	33.0	112	25.6	59	13.5
Learning Atatürk's principles and revolutions	3	.7	25	5.7	97	22.2	175	40.0	137	31.4
Learning Atatürk's ideas and thoughts	9	2.1	24	5.5	89	20.4	172	39.4	143	32.7
Learning the political history of the Republic of Turkey	6	1.4	29	6.6	111	25.4	180	41.2	111	25.4
Learning and acquiring consciousness about the common matters that threat the Republic of Turkey	5	1.1	37	8.5	119	27.2	163	37.3	113	25.9
Acquiring national objectives and ideals	9	2.1	39	8.9	101	23.1	161	36.8	127	29.1
Perceiving change and continuity	12	2.7	63	14.4	126	28.8	143	32.7	93	21.3
Acquiring the scientific thinking skill	28	6.4	75	17.2	157	35.9	109	24.9	68	15.6
Making evaluations in political, cultural, social, etc. matters	11	2.5	55	12.6	124	28.4	162	37.1	85	19.5
Analyzing Turkish foreign policy	16	3.7	66	15.1	123	28.1	132	30.2	100	22.9
Conveying the basic values of the Republic	11	2.5	35	8.0	118	27.0	149	34.1	124	28.4

According to the table 6, the pre-service social studies teachers in the study group thought that the objectives of the Atatürk's Principles and History of Revolution Course were achieved at a high level. The statement receiving the highest percentage of responses (6.4%) in the category of "none" was, "Acquiring the scientific thinking skill". That is directly associated with the first three statements having the highest frequencies among the basic problems experienced in the course presented in table 7.

### 3.4. The Findings and Interpretations Related to the Fourth Sub-Problem

In the analysis of the fourth sub-problem of the study, the descriptive statistical values related to the views of the pre-service social studies teachers regarding the problems experienced in the Atatürk's Principles and History of Revolution Course were dealt with. These values are presented in table 7.

**Table 7. The Views of the Pre-service Social Studies Teachers Regarding the Problems Experienced in the APHRC (N=437)**

Statements	Agree		Disagree	
	f	%	f	%
The number of course hours is inadequate.	142	32.5	295	67.5
The course is exam-oriented.	259	59.3	178	40.7
Course books are inadequate.	191	43.7	246	56.3

Statements	Agree		Disagree	
	f	%	f	%
The teaching methods employed in the course are inadequate.	252	57.7	185	42.3
The teaching materials employed in the course are inadequate.	237	54.2	200	45.8
The course has an intense content.	100	22.9	337	77.1
The instructor of the course is incompetent.	125	28.6	312	71.4
The course is compulsory.	83	19.0	354	81.0
Students do not believe that this course is necessary.	163	37.3	274	62.7
Political tendencies are influential on the course content.	156	35.7	281	64.3
Non-credit nature of the course has negative effects.	121	27.7	316	72.3
The intense coverage of political and military events in the curriculum bores students.	108	24.7	329	75.3
Atatürk's ideas and thoughts cannot be conveyed sufficiently.	148	33.9	289	66.1
The suggestions and directing of mass media have a negative effect on the trust in the course.	91	20.8	346	79.2
Concern for finishing all subjects in the curriculum decreases the productiveness of the course as well as the interest in the course.	200	45.8	237	54.2
The presentation of the same content in such different departments as social studies, science, and health reduces the interest.	96	22.0	341	78.0
The inclusion of current issues in the course content prevents making sound evaluations.	62	14.2	375	85.8

According to the table 7, the following problems come to the forefront among the problems stated by the pre-service social studies teachers to be experienced in the APHRC: "The course is exam-oriented" (59.3%); "The teaching methods employed in the course are inadequate." (57.7%); and "The teaching materials employed in the course are inadequate." (54.2%).

### 3.5. The Findings and Interpretations Related to the Fifth Sub-Problem

In the analysis of the fifth sub-problem of the study, the descriptive statistical values related to the views of the pre-service social studies teachers regarding the meaning of the Atatürk's Principles and History of Revolution Course for them were dealt with. These values are presented in table 8.

**Table 8. The Meaning of the APHRC for the Pre-service Social Studies Teachers (N=437)**

Statements	Agree		Disagree	
	f	%	f	%
Nothing	12	2.7	425	97.3
An ordinary course	26	5.9	411	94.1
Preparation for exams like KPSS (Public Personnel Selection Examination)	145	33.2	292	66.8
An instrument of cultivating good citizens	203	46.5	234	53.5
An instrument of reflecting the official ideology	103	23.6	334	76.4
An instrument of knowing Mustafa Kemal Atatürk	246	56.3	191	43.7

Statements	Agree		Disagree	
	f	%	f	%
A course that must be received by every Turkish citizen	261	59.7	176	40.3
A course explaining the importance of national unity and solidarity	257	58.8	180	41.2
A course that has an intense content, but whose real objective cannot be understood	168	38.4	269	61.6
A course showing the developments in the 19 <sup>th</sup> to 20 <sup>th</sup> centuries	126	28.8	311	71.2
A course serving the purpose of increasing the diploma grade	49	11.2	388	88.8

According to the table 8, 59.7% of the pre-service social studies teachers considered the APHR a course that must be received by every Turkish citizen; 58.8% of the pre-service social studies teachers regarded the APHR as a course explaining the importance of national unity and solidarity; 56.3% thought that the course contributed to knowing Mustafa Kemal Atatürk; 46.5% stated that the course helped to cultivate good citizens; and 33.2% told that it was aimed to prepare students for exams like KPSS (Public Personnel Selection Examination). On the other hand, 2.7% said that the APHR meant nothing for them, and 5.9% thought that it was not different from other courses.

#### 4. Conclusion and Discussion

The results of the present study demonstrated that 89.3% of the pre-service social studies teachers in the study group had a medium level or high level interest in the subjects of the Atatürk's Principles and History of Revolution Course. The research results of Babaoğlu (2013) support this finding. According to Babaoğlu (2013), contrary to what is believed generally, higher education students have a high level interest in the subjects of this course.

It was determined that the pre-service social studies teachers in the study group read just a limited number of books on the APHRC subjects. The number of books read by 54.5% of the participants on such subjects was 1 to 5. The number of students who read over 16 books was 22. This group constituted 5% of the pre-service social studies teachers in the study group. Ozankaya (1978: 70-71) reported that 58 (8.9%) of the participants had read one book on that subject; 39 (6%) had read two books on that subject; 16 participants (2.4%) had read three books on that subject; 41 participants had read four or more books on that subject; and 203 participants (31.2%) had not read any book on that subject in the year of examination. 8 participants (1.2%) also stated that they had read books on that subject, but they did not mention the names of the books. 287 participants (44%) left the question unanswered. Thus, it can be thought that a great majority of the individuals in that group did not read books on that subject. These findings show parallelism with the research results of Gülmez (2003), too. Among the individuals participating in Gülmez (2003), 49.2% stated that they had not read any book apart from the textbook about Atatürk's Principles and History of Revolution until then; 19.6% told that they had read one book; 16.7% said that they had read four or more books; 10.3% mentioned that they had read two books; and 4.1% denoted that they had read three books. Nutuk was the most read book among such books (21%). According to Akbaba (2009), 54.3% of the students stated that the number of books they read about

the Atatürk's Principles and History of Revolution Course was 0 to 5, while this number was 6 to 10 for 27.5%, 11 to 15 for 8.2%, 16 to 20 for 5.6%, and over 21 for 4.4% of the participants. All research shows that the number of books about the subject read by the higher education youth, including pre-service teachers, is quite limited.

87.4% of the pre-service teachers in the study group wanted the APHRC to continue to be taught at higher education level. 66.4% of the students wanted the course to be compulsory, and 65% of the students wanted the course content not to be changed. 86.5% of the participants did not want the name of the course to be changed. Among the suggestions of the pre-service social studies teachers wanting the name of the course to be changed, the History of the Republic of Turkey, the History of Modern Turkey, and Revolution History come to the forefront. 31.6% of the pre-service social studies teachers in the study group wanted the APHRC to be provided in two course hours weekly as specified in the curriculum set by the Council of Higher Education; 33% of the study group wanted the number of course hours to be increased; 30.6% of the study group wanted the said number to be reduced to one hour; and 4.8% of the study group stated that there should be no APHRC. Of the individuals participating in Ozankaya (1978: 71), 189 (29%) stated that the number of course hours should be increased; 26 (4%) said that the number of course hours should be decreased; and 323 (49.5%) mentioned that the number of course hours was adequate. 15 individuals (2.3%) wanted the course to be removed completely. Another study supporting these findings was "The Outlook of University Youth on the Atatürk's Principles and History of Revolution Course" conducted by Gülmez (2003) with 1084 students from Celal Bayar University, Ege University, Pamukkale University, and Atatürk University. According to the findings of that study, 809 people stated that the Atatürk's Principles and History of Revolution Course should be taught, while 190 students told that it should not be taught in response to question asking whether the said course was necessary or not. Among the students participating in Aksoy (2003: 157), 472 individuals (76.1%) stated that the Atatürk's Principles and History of Revolution Course was necessary; 35 individuals (23.2%) told that it was partly necessary; and 113 individuals (18.3%) said that it was not necessary. To the statement about the adequacy of course hours for the teaching of the Atatürk's Principles and History of Revolution Course, 33.4% of the students said "no", 14.8% said "partly adequate", and 51.8% said "yes". In the study conducted by Hacettepe University Institute of Atatürk's Principles and History of Revolution with 1008 students from thirty three departments at the end of the 1995-96 spring semester, it was seen that the general opinion was that the Atatürk's Principles and History of Revolution Course should be provided at the morning hours, on weekdays, and in two course hours. 17% of the students approved the idea of increasing the course hours while 66% rejected it. 23% approved the idea of decreasing the course hours, and 57% rejected it (Yılmaz, 2004: 103).

The most common view regarding the problems underlying the wishes of the pre-service social studies teachers for the elimination of the APHRC from the curriculum was, "There is no place for different points of view" (4.3%). While 3.9% of the pre-service social studies teachers in the study group stated that the APHRC was a course aimed at reflecting the official ideology, 3.7% of the study group said that it was just an unnecessary repetition at higher education level.

The pre-service social studies teachers in the study group thought that the objectives of the Atatürk's Principles and History of Revolution Course were achieved at a high level. One finding parallel with this result is the one obtained from the study carried out at Hacettepe University which indicated that the participants thought that the APHRC would both help students understand the Turkish Revolution and contribute to their future lives (Yılmaz, 2004). The findings of Akbaba (2007) focusing on the objectives of the teaching of revolution history are also consistent with the findings of the current study. According to Akbaba (2007), the participants had a correct perception of the existential objectives of the Atatürk's Principles and History of Revolution Course as well as its basic characteristics. The Atatürk's Principles and History of Revolution Course fulfills the function of teaching the past, making students understand the present, and guiding future plans, which is one of the main goals of history courses. The Atatürk's Principles and History of Revolution Course has played an important role in the creation of the national identity. The Atatürk's Principles and History of Revolution Course aims at cultivating citizens who are aware of their duties and responsibilities in the Republic of Turkey and turn such awareness into action. The Atatürk's Principles and History of Revolution Course informs the Turkish youth of the National Struggle, the mentality of Mustafa Kemal Atatürk, who is one of the unique heroes of the Turkish history, his great successes, and his role in the creation of the Republic of Turkey. The Atatürk's Principles and of Turkish Revolution Course provides guidance for determining the roles played by the Republic of Turkey due to its geopolitical position as well as its policies in the international arena (Akbaba, 2007).

The following problems come to the forefront among the problems stated by the pre-service social studies teachers to be experienced in the APHRC: "The course is exam-oriented" (59.3%); "The teaching methods employed in the course are inadequate." (57.7%); and "The teaching materials employed in the course are inadequate." (54.2%). The results of Gülmez (2003) support these findings, too. According to Gülmez (2003), 53.2% of the students stated that no material other than the textbook was used in the teaching of the course. 14.6% of the students told that extra materials were used in addition to the textbook. 18.1% told that extra materials were sometimes used. 41.2% of the participants of the above-mentioned study wanted more materials to be used for teaching, and conferences, panels, and symposiums to be held on course subjects. The findings of the study conducted at Hacettepe University in order to determine the productivity of the APHRC are consistent with the findings provided here. According to the said study, traditional lecture model has not been given up in the course yet. That makes it difficult to keep students awake during the course hour. In addition, one of the most important prejudices about the course determined in the above-mentioned study is that it is a "course based on rote-learning". The study shows that the content and the presentation of the information given in the course do not change, and thus start to be non-interesting after a while. That causes students to begin this course in a prejudiced way and have quite low expectations from the course (Doğaner, 2005: 285). The study of Akbaba (2008) entitled, "The Problems Experienced in the Teaching of the Atatürk's Principles and History of Revolution Course (The Case of Gazi University)" also demonstrated that one of the primary problems was the exam-oriented teaching of the Atatürk's Principles and History of Revolution Course. In the study, the participants agreed with the inadequacies of the Atatürk's Principles and History of Revolution Co-

urse textbooks, and the teaching methods and teaching materials used in the course at a high level.

The results of the study of Şimşek and Güler (2013) entitled, “The Problems Experienced in the Teaching of the High School Atatürk’s Principles and History of Revolution Course and Solution Offers for Such Problems According to the Views of In-service Teachers and Pre-service Teachers” support the results of the present study, too. According to the said study, while the problem perceived by pre-service teachers at the highest-level was, “The course is considered boring”, the problem perceived by them at the lowest level was “The curriculum is intense”. The most important problems perceived by the pre-service teachers were as follows: “The course is boring”, “Teachers do not know and implement history teaching methods and techniques”, and “Sources, tools, and materials are inadequate”. The pre-service teachers put teachers at the center of the problems experienced in the high school revolution history course. According to the research results of Akbaba (2008), the students do not agree with the statement that the instructors teaching the Atatürk’s Principles and History of Revolution Course are incompetent.

59.7% of the pre-service social studies teachers considered the APHRC a course that must be received by every Turkish citizen; 58.8% of the pre-service social studies teachers regarded the APHRC as a course explaining the importance of national unity and solidarity; 56.3% thought that the course contributed to knowing Mustafa Kemal Atatürk; 46.5% stated that the course helped to cultivate good citizens; and 33.2% told that it was aimed to prepare students for exams like KPSS (Public Personnel Selection Examination). On the other hand, 2.7% said that the APHR meant nothing for them, and 5.9% thought that it was not different from other courses. According to the research results of Gülmez (2003), while 28% of the individuals believing that the teaching of the course was necessary stated that this kind of a course was necessary for “cultivating good citizens and an Kemalist youth”, 20% of them agreed with the statement, “one who does not know his history cannot know his future”. According to Aksoy (2003: 206), 53.7% of the students thought that the Atatürk’s Principles and History of Revolution Course was partly influential on making students gain the national identity and the national objectives; 21.1% stated that it was influential; and 17.4% said that it was not influential at all. 47.1% of the students thought that the course was partly influential on informing students of internal and external threats; 26.1% said that it was influential; and 26.8% told that it was not influential at all. According to the research results of Akbaba (2008), a great majority of the sample group selected from the higher education youth studying at Gazi University believed that the Atatürk’s Principles and History of Revolution Course was necessary. According to Akbaba (2009), the Atatürk’s Principles and History of Revolution Course was considered influential on students’ educational and cultural lives, the formation of political ideas, the emergence of opinions regarding Mustafa Kemal Atatürk, understanding the present, producing ideas in regard to the future of our country, and shaping opinions about the European Union.

## 5. References

- Acun, İ. (2006). T.C. inkılâp tarihi ve atatürkçülük dersi öğretiminde bilgi ve iletişim teknolojilerinin etkili kullanımını, In Y. Doğaner (Ed.), *Türk Eğitim Sisteminde Atatürkçülük ve Türkiye Cumhuriyeti Tarihi Öğretimi*, (pp.151-157). Ankara: Hacettepe Üniversitesi Yayınları,
- Akbaba, B. (2007). Atatürk ilkeleri ve inkılâp tarihi dersinin amaçlarına yönelik öğrenci görüşleri, *Kastamonu Eğitim Dergisi*, 15(1), 339-352.
- Akbaba, B. (2008). Atatürk ilkeleri ve inkılâp tarihi dersinin öğretiminde karşılaşılan sorunlar (Gazi Üniversitesi örneği), *Gazi Akademik Bakış Dergisi*, 1(2), 177-197.
- Akbaba, B. (2009). Atatürk ilkeleri ve inkılâp tarihi dersinin öğretimine yönelik bir durum değerlendirmesi (Gazi Üniversitesi örneği), *Türkiye Sosyal Araştırmalar Dergisi*, 13(1), 29-52.
- Akgün, S. (2004). Atatürk ilkeleri ve inkılâp tarihinin amaç ve kapsamı, In B. Yediyıldız, T.F. Ertan ve K. Üstün. (Eds.), *Atatürk İlkeleri ve İnkılâp Tarihinde Yöntem Arayışları*, (pp.13-58). Ankara: Hacettepe Üniversitesi Atatürk İlkeleri ve İnkılâp Tarihi Enstitüsü Yayınları.
- Aksoy, İ. (2003). *Yüksek öğretim kurumlarında inkılâp tarihi öğretimi*, Unpublished doctoral dissertation, Gazi University, Ankara, Turkey.
- Aksoy, İ. (2006). T.C. inkılâp tarihi ve atatürkçülük dersi konularının yüksek öğretimde öğretimi, In Y. Doğaner (Ed.), *Türk Eğitim Sisteminde Atatürkçülük ve Türkiye Cumhuriyeti Tarihi Öğretimi*, (pp. 63-71). Ankara: Hacettepe Üniversitesi Yayınları, 63-71.
- Arslan, A. (2005). İnkılâp tarihi derslerinde başarı nasıl sağlanabilir? In M. Saray ve H. Tosun (Ed.), *İlk ve Orta Öğretim Kurumlarında Türkiye Cumhuriyeti İnkılâp Tarihi ve Atatürkçülük Konularının Öğretimi: Mevcut Durum, Sorunlar ve Çözüm Önerileri*, (pp. 65-71). Ankara: Atatürk Araştırma Merkezi Yayınları.
- Aslan, E. (1998). Devrim tarihi ders kitapları, In S. Özbaran (Ed.), *Tarih Öğretimi ve Ders Kitapları*, (pp.305-321). İzmir: Dokuz Eylül Yayınları.
- Babaoğlu, R. (2013). Yükseköğretimde “Atatürk ilkeleri ve inkılâp tarihi” dersi (Amaç, kapsam ve güncel tartışmalar ışığında), *Tarih Okulu Dergisi (TOD)*, 6(XVI), 589-603.
- Biletska, Y., Şahin, C. ve Şükür, İ. (2014). Kolektif hafıza ve millî kimlik bağlamında Türkiye’de resmi tarih yazıcılığı, *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 3(1), 94-116.
- Büyüköztürk, Ş., Kılıç-Çakmak, E., Akgün, Ö. E., Karadeniz, Ş. ve Demirel, F. (2010). *Bilimsel araştırma yöntemleri*, (7. Baskı). Ankara: Pegem A.
- Doğaner, Y. (2005). Yüksek öğrenimde atatürk ilkeleri ve inkılâp tarihi dersinin öğretiminde karşılaşılan problemler ve yeni yaklaşımlar, *Atatürk Araştırma Merkezi Dergisi*, 21(62), 589-611.
- Gülmez, N. (2003). Üniversite gençliğinin Atatürk ilkeleri ve inkılâp tarihi dersine bakışı, *Atatürk Araştırma Merkezi Dergisi*, XIX(57), 1043-1088.
- Hatipoğlu, M. (2004). Atatürk ilkeleri ve inkılâp tarihinin amaç ve kapsamı, In B. Yediyıldız, T.F. Ertan ve K. Üstün. (Eds.), *Atatürk İlkeleri ve İnkılâp Tarihinde Yöntem Arayışları*, (pp. 13-58). Ankara: Hacettepe Üniversitesi Atatürk İlkeleri ve İnkılâp Tarihi Enstitüsü Yayınları,
- İnan, S. (2012). Türkiye’deki üniversitelerde inkılâp dersleri: tarihsel bakış. *Yükseköğretim Dergisi*, 2(1), 52-55.
- Karasar, N. (2008). *Bilimsel araştırma yöntemi*. Ankara: Nobel.

- Metin, C. (2006). T.C. inkılâp tarihi ve atatürkçülük dersi konularının ortaöğretimde öğretimi: ders kitaplarının değerlendirilmesi, In Y. Dođaner (Ed.), *Türk Eğitim Sisteminde Atatürkçülük ve Türkiye Cumhuriyeti Tarihi Öğretimi*, (pp. 45-56). Ankara: Hacettepe Üniversitesi Yayınları.
- Ozankaya, Ö. (1978). *Türk devrimi ve yüksek öğrenim gençliği*, Ankara: A.Ü. SBF Yayınları.
- Safran, M. (2006). İnkılâp tarihi öğretimine yaklaşım sorunları, In *Tarih eğitimi makale ve bildiriler*, (pp.99-111). Ankara: Gazi Kitabevi.
- Sipahi, B., Yurtkoru, E.S. ve Çinko, M. (2010). *Sosyal bilimlerde SPSS'le veri analizi*. İstanbul: Beta.
- Şimşek, A. ve Güler, M. (2013). Öğretmen ve öğretmen adayı görüşlerine göre lise atatürk ilkeleri ve inkılâp tarihi dersinin öğretiminde yaşanan sorunlar ve çözüm önerileri, *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6(14), 543-575.
- Yılmaz, M. (2004). Eğitim bilimi ve bilim teknolojisi ışığında yeni yöntem arayışları, In B. Yediyıldız, T.F. Ertan ve K. Üstün. (Eds.), *Atatürk İlkeleri ve İnkılâp Tarihinde Yöntem Arayışları*, (pp. 100-111). Ankara: Hacettepe Üniversitesi Atatürk İlkeleri ve İnkılâp Tarihi Enstitüsü Yayınları.
- Yılmaz, M. (2006). Açılış konuşması, In (Ed.), *Türk Eğitim Sisteminde Atatürkçülük ve Türkiye Cumhuriyeti Tarihi Öğretimi*, (pp. 3-6). Ankara: Hacettepe Üniversitesi Yayınları.