OPINIONS OF PARENTS ON THE VALUES TO BE EARNED IN THE ELEMENTARY LEVEL SOCIAL STUDIES CLASSES

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Abstract— A society is formed so by the way of values, which are not innate in essence. Values are learned via experience upon observation and interaction. Two institutions become significant in teaching values that are the family and the school, both of which play a major role in providing these values to the society. This research aims to establish the opinions of families concerning the values to be provided to the children in schools. In this regard, the opinions of families are sought with respect to the way families see the concept of value, values that they perceive as deteriorated in the society, and where, when and how these values should be provided to the children. Changes observed on the children after they began school are examined. In order to collect the necessary data, negotiation method as a qualitative technique is employed. Findings, results and relevant suggestions are included in the paper in elaborate detail.

Index Terms—Character Education, Ethics Education, Moral Education, Parent Education, Value Education.

I. INTRODUCTION

Kluckhohn (1951) defines value as an explicit or implicit concept that reveals the characteristic of a group or person (As cited in Tay, Yıldırım, 2009). Values may be considered to be the most important criteria for a society to be formed and to maintain its existence. Values are not innate, and they are learned via experience upon observation and interaction (Bostrom 1991, as cited in Akbas, 2004).

Two institutions are significant in teaching values. These are the family and educational institutions. This acquisition process first begins in the family, and continues with educational institutions, that is, schools. According to the Family Values Research (2010) conducted in Turkey: A society's maintaining its existence depends on children being raised in line with the social beliefs and values, and therefore the family is an institution of major importance for the society. Developed and progressed up to the present day, values training was first implemented in such a way that the schools were picking and implementing those appropriate with regard to values such as self-control, good manner, compassion, fair play, self-confidence, faith, reliability, honesty, artisanship and teamwork that fit to the character training program (Kirschenbaum, 1995). The methods and techniques used by teachers are highly important for equipping the students with the values. The best methods and techniques to be used in courses during value training can be cited as active student-centered learning strategies such as drama, project work, applied activities, cooperative learning and group work that are based on discussion, as well as studies, educational games and topic days held by students (Halstead, 1996 as cited in Yazıcı, 2006). Particularly Social Sciences and Social Studies play a major role here. These classes aim to provide the values to the child through life. As a whole, the school environment and the interaction areas in the school provide a socializing environment for values (Yelken & Yanpar, 2010).

The direct teaching of the values that were previously given implicitly in education is now adopted in many countries as a result of the obvious needs. Important work have been done for this purpose in our country as well, primary school programs are aimed to make sure that certain values are directly provided to students via unit acquisition (Yiğittir & Öcal, 2011). For this purpose, first Social Sciences and Social Studies curriculums have been restructured. The function of the social studies course is critical in furnishing primary school children with values. This is because the Social Studies class is created on a collective training basis. It was designed in order for the children to recognize both themselves and the society and world in which they live (MEB, 2009).

II. OBJECTIVE OF THE RESEARCH

This research aims to establish the opinions of families regarding values that are planned to be given to the children in the Social Studies courses in schools. In this scope, the opinions of families regarding the way how families see the concept of value, what the values they deem to be deficient in the society are, and where and when these values should be provided to the children have been taken and the changes observed on the children after they start school have been examined in terms of values.

III. THE RESEARCH METHOD

A semi-structured interviewing method is used in this

research that has been conducted qualitatively. In this method, the researcher prepares the interviewing protocol for the questions he or she plans to ask. Semi structured interviewing method appears to be an appropriate method for education and science studies due to having certain standard of some level and its flexibility at the same time (Ekiz, 2003). In the study, opinions of parents regarding the values intended to be given in the Social studies class for the 2nd and 3rd grade students of the Primary School collected. Sound recorder device was used during the interviews in order to record the data, and the questionnaire method, a data collection method, was utilized. In the questionnaires, the parents are asked to order the 14 values provided in the social studies class according to the importance they attribute to each value.

IV. RESEARCH GROUP

The study's work group consists of the parents of the primary school 2nd and 3rd year students in Gaziantep, largest metropolitan city in the South-east Anatolian region of Turkey. The number of parents taking part in the research is 1 man and 17 women, in total 18 persons. The occupations of the parents are provided in Table 1.

Table 1: Research Group Respondents' Professions

Occupations	Number of Persons
Housewife	11
Teacher	2
Vice Manager	1
Pre-school Teacher	1
Hair Dresser	1
Consultant	1
Business manager	1

V. DATA ANALYSIS

Parents are asked open-ended questions in the questionnaires, and descriptive analysis is used at the analyzing stage. The data we obtain according to this method are summarized and interpreted according to pre-determined topics. In descriptive analysis, direct quotations are frequently used in order to reflect the opinions of the interviewed or observed individuals in their most natural form. The purpose in that kind of analysis is to present the obtained findings to the reader in an organized and interpreted form. For this purpose, the data obtained are first described systematically and clearly. Then these descriptions are explained and interpreted, the cause and effect relationships are questioned and a number of conclusions are drawn (Yildirim & Simsek, 2005 as cited in Tay & Yildirim, 2009).

VI. FINDINGS

A. Findings Regarding the Order of Priority of the Values

In compliance with the study, the parents placed the values in an order of priority. The order of priority for the values is provided in Table 2.

Table 2 Order of Priority of Values

Values	*1*	*2*	*3*	*4*	*5*	*Total*
Righteousness	1	7	2	2	1	44
Respect	4	1	4	_	1	37
Love	3	3	1	2	1	35
Trust	5	_	2	_	1	32
Tolerance	1	_	2	4	1	20
Honesty	1	1	2	1	3	20
Self-respect	2	2	_	_	1	19
Justice	_	1	1	1	2	10
Peace	_	_	1	1	3	8
Patience	_	_	_	4	_	8
Progressiveness	_	1	1	_	1	8
Open Mindedness	_	_	_	1	1	3
Patriotism	_	_	_	_	_	0
Sense of Community	_	_	_	_	_	0

In calculating the total result in this table, the first article in the order was multiplied with five, the second with four, the third with three, the fourth with two and the fifth article with one, and the products were summed and the value's significance point was obtained.

According to the data obtained from the table, in total the righteousness received 44 points, respect received 37, love 35, trust 32, tolerance 20, honesty 20, self-respect 19, justice 10, peace 8, patience 8, progressiveness 8, open-mindedness 3, sense of community 0, and patriotism received 0 points. Accordingly, righteousness is the first, respect is the second and love is the third. Sense of community, patriotism and open-mindedness are the last.

B. Findings For The Definition of the Value

As a result of the research, value is defined as material/nonmaterial gain and importance. One of those gains, importance has two sub-branches as the importance of the person and the importance of the family.

Table 3: Definition of Value

Definition of Value
Importance
Material/Nonmaterial Gain

Importance

Importance has two sub-branches that are the importance of the person and the family.

Table 4: Classification of Importance

Definition	f
Importance	5
Importance of the Person	4
Importance of the Family	7

"...Importance of something, its being valuable, importance placed on something." (K1), "Importance placed on a person."(K2), "Important means important in human life. My children are precious to me. Quran is precious, divine etc."(K3), "... the value I give to the people I love."(K5), "Importance of my children and my family for me."(K6), "...children do not recognize the value, they do not have respect for their parents, siblings...."(K7)

"...it means a valuable object, a valuable person..."(K15), "...it means like to give value to the person you love. Either your child or your spouse."(K18)

Material and Nonmaterial Gain

Material and Nonmaterial Gains are classified as respect, materiality, sympathy, self-confidance, customs and traditions.

Table 5: Classification of Material and Nonmaterial Gains

Institutes and People	f
School	8
Family	5
Social Facilities	5

"…it is the value that is appropriate for our customs and traditions which have been and are acknowledged by everyone."(K13), "...there are various values, material and nonmaterial ones for me. The family value has surely no match with anything. Materiality is also important..."(K14), "Something added to children..."(K8), "Everything that a society adopted and desires to see on children" (K12)

C. Findings For The Ability of Bringing the Values In

In our research, parents expressed their positive and negative opinions about the ability of bringing the values in. Parents with positive opinions are 15, with negative opinions are 2.

Table 6: Ability of Bringing The Values In

Opinions	f
Positive	15
Negative	2
No Comment	1

Ability of Bringing In

"...then children have been told about how much the family is valuable, how we should treat to our relatives, manners of parents against the child. Surely, there may be some missing or wrong parts in those lines but when we explain to children or when they see it themselves on boards they can complete missing parts."(K13), "Things that can be surely brought in."(K1), "Sure."(K7)

Impregnable

"...things that are within a person."(K6), "...I think it will show itself if you have it within yourself..."(K5)

D. Findings For The Start of Gaining Value

In this research, the concept of gaining value is separated into six groups of age according to the answers of parents. 2 people said that it should be started at mother's womb, three people said by birth, two people said after 1 year of age, two people said at 3-4 years of age, and 12-13 and 13-14 years of ages were given by one person each.

Table 7: Start of Gaining Value

Starting Age	Number of Person
Mother's Womb	2
By Birth	3
After 1 Year of Age	2
3-4 years of age	2
12-13 years of age	1
13-14 years of age	1

Mother's Womb

"Child is able to feel at mother's womb. It can feel sympathy. There is not any exact time to start..."(K18)

By Birth

"It is related to raise the child since birth..."(K3), "Gaining values starts with birth. Values are learned from social environment, family, school etc..."(K9), "...in my opinion, it can be gained from birth to death. Values can be learned at all ages."(K13)

After 1 Year of Age

"After the child starts to speak..."(K4), "...it may vary by child but I think it is possible to start after the child starts speaking."(K14)

3-4 Years of Age

"...at kindergarden age. Teacher would give at school..."(K5), " ...educations starts at 3 years of age... from kindergarden to our age..."(K13)

12-13 Years of Age

"I think it starts at 12-13 years of age"(K7)

13-14 Years of Age

"...the child should be at least 12 or 13-14 years of age to express oneself, to tell and understand everything". (K11)

E. Findings For Institutes and People That are Effective on Bringing the Values In

According to the answers of parents, institutes and people that are effective on bringing the values in are separated into titles of social facilities, school and family. Five people answered that the social facility

was effective, eight people said that the school was effective and five people selected the family answer. Two people did not answer this question.

Table 8: Institutes and People on Bringing the Values in

Material and Nonmaterial Gain	f
Respect	2
Judgment Obtained	2
Materiality	1
Sympathy	1
Self-confidence	1
Customs and Traditions	1

Social Facilities

"...Social facilities, teachers, sport centers or English courses are all important. It is very important that the child takes extra education." (K11)

School

"Schools, for instance" (K15)

Family

"...Family is first, of course. My child learned that in value education."(K13), "...Parents are first. If institute is considered, I would say social facilities and also school." (K14), "...Family is first...You would receive help from family. Parent would give help first then deliver the child to teachers, schools." (K18)

F. Findings For Alteration of Values on Child After The School Process Starts

In the research, parents expressed their positive and negative opinions about the alteration of values on child after the school process starts. 12 of them expressed positive, 4 of them expressed negative alterations, one of them said no alteration, and one of them did not give any answer.

Table 9: Alteration of Values on Child

Alteration	f
Positive	12
Negative	4
No Alteration	1
No Comment	1

Positive Alteration of the Value

According to the findings that we obtained from our study, parents have observed positive alterations such as increase in self-confidence, being apprehensive, being participative, respect, creativity, language development, increase in perception, sociability.

"...We, parents make an effort to tell the value of sympathy, respect, object. However, the value that is told by the teacher at school is more important."(K1), "...His self-confidence is increased. It is not very much on my daughters but my son is more confident now. "(K2), "...My daughter has Down Syndrome, that is to say, she is not a child to be observed but she has surely values in her own way. She has a perspective in her own way. She changes since she learns different things and joins in different circles at school." (K3), "...My son was ill-tempered before. After kindergarden, he started to become more apprehensive." (K4), "...after starting to school, my child became more sharing and respectful against others." (K8), "...My child became socialized after starting to school. Self-confidence and creativity are increased, language development is much better at school." (K9), "...it gives the possibility to better understand the courses, outside and home life, economy."(K11), "...According to his teacher, my child gains, if his teacher paying attention, positive and negative values from his friends. His environment or his role models influence his value education most." (K12), "...how he should behave to his elders, how he needs to cooperate within family." (K13), "...My child became more confident, more skilled and obedient." (K18)

Negative Alteration of Value

According to the findings that we obtained from our study, parents have observed negative alterations such as jealousy, not caring about anything, being bored of courses.

"...She used to care about everything but she changed after her sibling. She does not give value to anything now. She feels worthless. The reason of this is jealousy..." (K5), "...After starting to school, teachers aimed at courses and my child became more bored."(K7), "...became more ill-tempered, answers me back now. My child used to be very smart. On hygiene."(K16)

G. Findings For The School Being Influential on Bringing The Values In

In the research, parents told us that the school, the school and the family together, the teacher and the friend are influential on bringing the values in. 14 people said the school, two people said the school and the family together, one person said the friend are influential.

Table 10: The School Effect on Bringing The Values In

Influence of School on Bringing The Values In	f
School is Influential	14
School-Family are Influential Together	2
Friend is Influential	1
No Comment	1

School is Influential

"...My child did not like to read. I had tough times at other school but here my child won the teacher's affection. The teacher became precious in the eyes of

my child."(K1), "I think so, yes...It makes my child be more self-condifent."(K2), "...Sometimes the child can not experience some manners in family...we say to children to behave like this and that or line up...teachers' manners really influence them..."(K13), "Surely." (K17), "...Depends on the teacher. As much as the teacher becomes role model, student starts to give value." (K12), "Yes, to be more precise I think that the teacher influences children."(K3)

H. Findings For Courses That Bring The Values In

According to the parents, the courses that bring the values in are Science of Life, Social Studies, all courses, Counseling, Turkish, Mathematics, Religious Culture and Moral Knowledge, Physical Training. The number of parents by courses are given at Table 11.

Table 11: Courses That Bring The Values In

Courses	*f*
Science of life	10
All courses	6
Turkish	6
Mathematics	4
Social studies	1
Religious culture	1
Physical Training	1
Counseling	1

*Some parents gave multiple answers

Science of Life

"...by talking with him in science of life. Talking with him about painting. Mathematics is a process of operations. Science of life is for him to express the visualities." (K2), "...in the courses where social matters are told."(K6), "...nothing comes to my mind except science of life..."(K8)

All Courses

"...I think it is about all courses. It is nothing to be given in a single course. A word to be said when doing something or something important when the child shares something with his friend."(K3), "...It would be gained in all courses through activity... For instance, I was eating an apple recently and mother said 'do not throw its seed, let's plant it.'"(K9), "...All courses because they are alternating and related to each other, one within the other." (K13)

Physical Training

"... everyone can gain or not a value since this is a sport. Notable values in the sport can mean something in every factor. However, I do not think it is possible in mathematics." (K14)

Turkish

"...In my opinion, I would say Turkish lesson. All courses other than Turkish have numeric values..."(K5), "...The purpose of value can be told through stories in Turkish..."(K14)

I. Required Studies for Bringing The Values In

In this study, required studies for bringing the values in according to parents are teacher training, collaboration with family, events and activities.

Table12: Required Studies for Bringing The Values In

Recommended Studies
Teacher Training
Collaboration with Family
Event and Activities
Event and Activities in the School
Event and Activities out of the School

Teacher Training

"The person who will give those values should be trained first. He/she will provide something existing. No matter how much you tell, if you do not perform the child would not follow your lead..."(K3), "Guidance counselor should be educated first in terms of kids. Classroom teachers show necessary awareness but guidance counselors can be more liable."(K4), "Teacher is very important on this matter. It is very important that the child embraces the teacher and teacher's lecturing..." (K7), "I think it is related to teacher's lecturing."(K6), "Teachers need to study a lot and provide well education to children..."(K15), "...the teacher should set a complete example instead of a separate study."(K12), "Teacher should be understanding, patient, careful. Teacher should be neither boring nor giving a loose..."(K18), "Make the student to practice by educating, encourage the student to practice..."(K2), "...we reward the students' behaviours against each other in classroom. We reward the student who behave well, do not lie or do fix his lying attitude..."(K13)

Collaboration with Family

"Participation of family can be provided... The school can organize activities that parents can participate..." (K5), "...Family and teacher should collaborate."(K5)

Events and Activities in the School

"Activities should be organized... We perform values education on board but I do not want it to be limited with board. The student should feel fidelity, respect by experiencing." (K17), "...we teach songs to students. Let's say, the topic of this month is integrity. I have prepared songs about it. I will teach them those songs..."(K13), "...we have several sayings. Children will write those saying on cardboard through magic marker or pastel pencil. The student will remember that saying by writing it..."(K13), "Reading books more... Reading books would be the answer to bring the values in, to make the student open for more information..."(K11), "...It should be guided by the

student's abilities, potential. If the child is more interested with painting, an activity of painting may be organized for that student or he may be canalized towards sport if he is interested in sport. School, teacher or parents should discover the potential of the child and canalize him according to his abilities." (K9)

Events and Activities out of the School

"...in my opinion, outside practices or activities in social facilities...the child should experience different things, activities."(K14), "...the child visiting more places and experiencing historical things..." (K11), "Reading books more... Reading books would be the answer to bring the values in, to make the student open for more information..."(K11), "...It should be guided by the student's abilities, potential. If the child is more interested with painting, an activity of painting may be organized for that student or he may be canalized towards sport if he is interested in sport. School, teacher or parents should discover the potential of the child and canalize him according to his abilities." (K9)

No idea

"I have no idea right now."(K1), "It is a good question but I do not have anything at the moment."(K8) (The parent expressed that he does not have any idea through body language) (K16)

J. Findings For Values Brought In At School

Values that should be brought in at school are given at Table 13.

Table 13: Values Brought In At School

Values Brought In At School	*f*
Respect	8
Friendship	7
Problem Solving and Self Development	7
Sympathy	5
Sharing	4
Tolerance	3
Self-Confidence	2
Responsibility	2
Sharing	1
Justice	1
Integrity	1
Hygiene	1
Fidelity	1

* Some parents gave multiple answers.

According to this table, four people gave the answer of sharing, eight people with the answer of respect, two people with the answer of self-confidence, three people with the answer of understanding, two people with the answer of responsibility, five people with the answer of sympathy, seven people with the answer of friendship, seven people with the answer of problem solving and self development, and the answers of sharing, justice, integrity, hygiene and fidelity were given by one person each.

Sharing

"Sharing, development of relationships with friends, respect for elders and increase in self-confidence."(K2), "...Sharing is to have respect for others....The student learns to respect his elders, that is to say, his teachers... "(K8), "The child can be more environmentally conscious by the values brought in at school... He can become more socialized with his friends, become sharing..."(K9)

Friendship

"...importance given to the friendship."(K5), "The child develops more in the school, makes friends..."(K7)

Tolerance

"...Esma learns tolerance, sharing etc. little by little..."(K3), "Things required to do at home and school, problem solving.... tolerant to their friends, a class president being fair or everyone approaching each other with integrity..." (K13)

Respect

"Respect, sympathy at school, how to respect to elders etc..."(K6)

Sympathy

"Respect, sympathy at school, how to respect to elders etc..."(K6)

Sociability

"The child can be more environmentally conscious by the values brought in at school... He can become more socialized with his friends, become sharing..."(K9)

Justice

"Things required to do at home and school, problem solving... tolerant to their friends, a class president being fair or everyone approaching each other with integrity..." (K13)

Trust

"Self-confidence would increase. The student would find the chance to separate the right from wrong..."(K18)

Integrity

"Things required to do at home and school, problem solving.... tolerant to their friends, a class president being fair or everyone approaching each other with integrity..." (K13)

K. Findings For Values Missing in the Society

In this research, among the parents that expressed their opinions regarding values missing in society eleven of them replied respect, one person replied sympathy, three people replied justice, two of them said trust, two of them said creativity, two of them said tolerance, the answers of ignorance, collaboration, hygiene and fidelity were given by one person each.

Table 14: Values Missing in Society

Values	*f*
Respect	11
Justice	3
Trust	2
Creativity	2
Tolerance	2
Ignorance	1
Collaboration	1
Hygiene	1
Fidelity	1
Sympathy	1

* Some parents gave multiple answers.

Respect

"...Personal rights such as rightful due. If he gets in your line, this is not an important value for him but it is important for me."(K3), "Everyone is not equal... The way the child addresses or talk to you in the course of communication when you go out..."(K3), "When I compare the past with now I do not think youngsters today are respectful..."(K18), "Our children do not have respect for us anymore..." (K4), "Youngsters are way behind in terms of respect..."(K6), "Most people do not have respect, they do not respect each other or an opposing view..."(K8), "Respect, tolerance, collaboration. Those are primary factors."(K12)

Sympathy

"Sympathy at first. No one do not have sympathy for another. Everyone works for their benefits. No respect, no sympathy, no caring. People do not care about animals, let alone other people."(K5)

Collaboration

"Respect, tolerance, collaboration. Those are primary factors."(K12)

Unfairness

"...If the teacher regards, cares about a student more than the others, other students would stay out..." (K7)

Trust

"Individuals with less self-confidence have been raised due to little too much discipline..."(K9), "I think what lacking the most in society are value, trust and justice. I see that nobody trusts each other... that is to say, I can not trust to my neighbor... We are scared when we have to commit something to someone..."(K13)

Creativity

"... Creativity of the child has been restricted too much since the child has not been canalized to his ability. Students are restricted even in the course of painting. They have not been set free, always raised with restriction." (K9)

Ignorance

"...Ignorant people who have not improved themselves..."(K11)

Tolerance

"Respect, tolerance, collaboration. Those are primary factors."(K12)

L. Findings For Values Lacking on Children

In this research, parents that expressed their opinions regarding values lacking on children and five people replied respect, three people replied sympathy, and personal inadequacy, irresponsability, tolerance, jealousy were given by two people each.

Table 15: Values Lacking On Children

Values	*f*
Respect	5
Sympathy	3
Personal adequacy	2
Responsibility	2
Tolerance	2
Jealousy	2

Respect

"We can not maintain discipline..."(K2), "...Sometimes my child is very angry and defeated by his anger. He becomes more disrespectful when he is angry." (K6), "Respect. For instance, how my child behaves, talks, follows our orders..." (K12)

Sympathy

"She is mean, does not like anybody and became selfish. She does not care anybody. She always says 'me'..." (K5)

Personal inadequacy

"...She could not express herself much in courses... I think my daughter has attention deficit..." (K11)

Responsibility

"...It is the fact that my child could not fulfill his responsibilities at home... children fulfil their responsibilities about their courses but not about helping their parents." (K13), "He does not study. He needs to study." (K15)

Tolerance

"Tolerance. He is not tolerant since he is the only child. He wants to be the center of attention...(K17)

Jealousy

"...He is jealous of someone younger than him." (K17), "…jealousy might be but there is intolerance sometimes..."(K18)

DISCUSSION AND CONCLUSION

In this research, the opinions of parents have been consulted in order to emphasize the significance of values that affect the lives the society and the individual and to demonstrate how effective the family and the school are in providing these values. Values that play a major role in shaping an individual's character have been defined by certain parents are significance, respect, materiality, love, self-confidence, customs and earned judgment. However, answers from certain parents revealed that they are not much knowledgeable about values. According to this observation, it was found the family,

which is the first place where value education is given, is deficient.

This increases the role of the school in providing these values. Righteousness, respect, love and trust are among the most important values for the parents that were interviewed. In this sense, these values can be considered to be their fundamental values. When we consider values that seem to be deficient in the society, we see that respect, justice and trust take the lead. Right at this point, the necessity of the values education as well as the fact that it is insufficiently applied is revealed. In providing the education for these values, the teachers must train themselves accordingly and be more perceptive and sensitive in the values education according to the remarks and expectations of the parents. If, in doing so, the teacher cooperates with the family, this ensures that the education's effect will be more permanent. Events and activities also play a major role in values education according to parents' opinions. Activities suggested by parents to be made at school are singing, reading, preparing a board, painting, and revealing the potentials of the student, and those to be made outside the school are attending trips and making activities in social facilities. In the annex to the circular of the Ministry of National Education no 2010/53, the activities to be made in the values education are suggested as introducing books, placing words of wisdom on boards, attending theatre and conferences and organizing competitions in the school. It has been revealed with our research that the expectations of the parents are in line with the suggestions of the Ministry of National Education.

According to parents, the change of values in the child after starting school, with the education given and the activities made, was positive. According to the answers given by parents who state the change was positive, the values education given at school have been found to be giving positive results in the child's development.

The teacher guide book, student course textbooks and student workbooks were mutually examined in all classes that take social studies course, and it was found that in the social studies course whose general purpose is to raise happy individuals, the values under the "Personal Qualifications" are mentioned to be self-respect, self-confidence, sense of community, patience, tolerance, respect, peace, altruism, righteousness, honesty, justice, open-mindedness, patriotism, and preserving and improving cultural values. As it can be understood here, being designed to ensure the children recognize both themselves and the society and the world they live in, social studies course is a combination of natural, social, artistic and contemporary thoughts and values (MEB, 2009). In conclusion, the Social Studies course has a major role in providing the values. According to the parents, however, in addition to the social studies class, which has a major impact on providing values, Turkish and Math classes are also important. However, parents who do not find it appropriate to limit values education with a couple of courses stated that this acquisition would be achieved with all courses.

RECOMMENDATIONS

The methods referred in values training must have a nature to enhance the acquisition of values. Certain events and activities should be procured at school and in the family in order to enhance this acquisition. The events and activities should guide the child in learning the values and internalizing the values learned. In family, mother and father should set an example for child by their behaviors, and should inject the values to child. At school, the teacher:

1) should address a value each month,
2) should tabulate the norms and information about the values,
3) should ensure the students take part in self-improving social projects,
4) should utilize visuals and drama in providing this training,
5) procure the preparation of banners and posters that comply with the addressed values, and should thus reveal the creativity skills of the children.

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