

# Educational Values Foreseen by the Constitution of the Republic of Turkey

## Research Article

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### ABSTRACT

The Turkish nation has a deep-rooted tradition of education and about a hundred and fifty years of constitutional experience. The current 1982 Constitution enshrines the responsibilities of the Turkish nation, the bureaucracy and the education system to live, maintain and protect certain values. In this study, it was aimed to determine the educational values of the Constitution of Turkey in the Constitution of Republic of Turkey, which is the highest norm directing the education system, and to reveal the provisions of the Constitution of Turkey about values education and transfer of value. In the study, the Constitution of Republic of Turkey, values were examined in terms of education and document analysis method which is one of the qualitative data collection methods was used. In the study, the values included in the curricula prepared by the Ministry of National Education (2018) were taken into consideration. However, it is not satisfied with this fact and considered important and valuable in the constitution is accepted as value. At the end of the study, it is concluded that the Constitution of Republic of Turkey has a very rich content in terms of educational values and value transfer.

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#### Keywords:

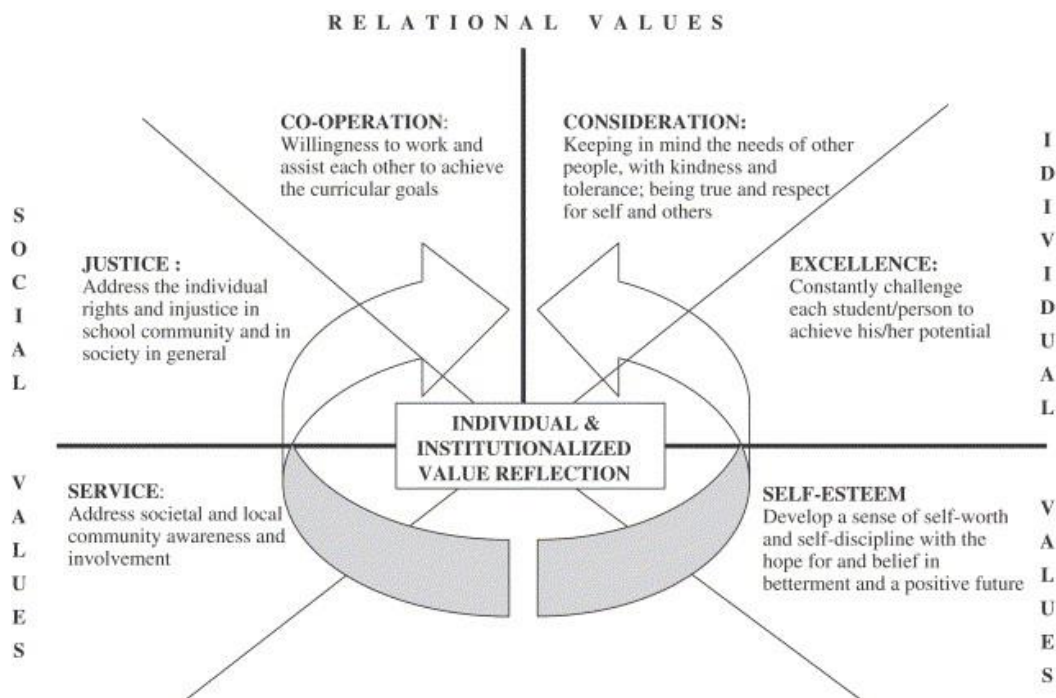
Constitution, Value, The Value Transfer, Constitutional Values.

## Introduction

Every social experience refers to a “common world”. The historicity of the society and the level of cultural unity determine the strength and depth of the values that make up the common world (Köktürk, 2017, p. 226). The way in which this common world is heard and thought forms the accepted and unaccepted acts, community sensitivities, tradition, customs and ultimately norms. In the Turkish system of living and believing, it is determined in the context of the rules of the society in the name of human relations with the society. The traditions who regulate the relations of individuals with each other, the society and the administrators played a major role in the transfer of many values from past to present. These were sometimes written in the old Turkish inscriptions, sometimes in Uyghur legal documents, sometimes in the doctrines of

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the type of politics such as Kutadgu Bilig and sometimes in the lawbooks (İzgi, 1987; Alyılmaz, 2005; Alyılmaz, 2008; Mert ve Bozkırlı, 2016). All these accumulations and experiences determine the boundaries of common living and faith in terms of verbal and written rules. Thus, social life and social values are the sources of some kind of written law. "The values that have an indisputable effect on an individual's behavior have the same effect in terms of regulating social life and making things work. Individuals who take care of their behaviors and movements according to the values will prefer a harmonious and peaceful way in social life" (Şahin, 2017, p. 50). Educational values are very important in this context. Teachers classified educational values as follows: social and social values, service and participation, justice and care, relational values, cooperation, independence, respect, virtue and individual values (Tomul and Çelik, 2012). Husu and Tirri (2007) showed the school values of teachers in their research in Figure 1:



**Figure 1.** A framework for Teacher Reflection on School Values (Husu and Tirri, 2007, p. 399)

Önen (2010, p. 82) describes the relationship between social life and law as follows: "Traditions, consuetudes and customs, which are formed by repeating in practice and which are formed by repeating in practice and supported by state sanction, become a source of law as the rules of law." According to Zhuravlev (2017), in socially dependent societies, the state under social law treats the citizen as an independent subject. The form and degree of freedom of citizens can be expanded and increased according to social practices in different areas of life.

The highest norms of written law are constitutions. "The Constitution regulates the basic structure of the state, the form of government, the relationship between the state bodies and the fundamental rights and freedoms of individuals. A significant portion of these rules is included in the law we call the Constitution" (Gözübüyük, 2007, p. 45). Contemporary constitutions define the basic principles of the state, define the structure and formation of the government and protect the fundamental rights and freedoms of citizens (Bulmer, 2017). According to Daci (2010), the Constitution is based on the most basic understanding of society and the Constitution consists of the basic norms representing the consensus. The Constitution regulates the rights and freedoms, duties, the relationship between the state, the citizen, and the organization of the state organs and their relations with each other within the framework of the political, economic and social

understanding on which they are based. The constitution constitutes the main philosophy of the state and together with the state organs and the nationally important circumstances, goals and values.

An important part of the constitutions covers the basic principles on which state - citizen relations are based. These principles are very important for the regulation of human relations with human beings, human beings and society, human organs, state organs and human beings. The rules and procedures in these parts, including the constitutional provisions (the shape of the state, its basic aims and duties, fundamental rights and freedoms, the rights of the people, etc.) introduced in order to establish the social order that the founding will presupposes, must be compatible with the values that society has formed, crystallized, embraced and adopted as a way of life, so that the constitution can be adopted by the society.

A constitution is also a “power (authority) map of the state”. This means that the Constitution shows the official distribution of authority within the state. More specifically, a constitution consists of a set of powers and procedures that govern the formation and functioning of public authorities and the relations between them: the Constitution defines the rules of the political game. In addition, the chances of a stable and successful operation of the constitution are weak, unless it considers the prevailing political understanding of society (Erdoğan, 2017, p. 70).

The constitutional law period, which started with Kanun-i Esasi, which was declared in 1876 and accepted as the first Turkish Constitution, has laid the ground for the Turkish nation to obtain a constitutional acquis and experience for about one hundred and fifty years. The operative 1982 Constitution of Turkey, which prepared with the contribution of this acquis, contains a significant part of the national, religious, moral and social values of the Turkish nation and has provided a constitutional guarantee to these values, and has given the duty of preserving these values to the state administration, the nation and the education system.

The initial section and the first articles of the Constitution of Republic of Turkey cover the form of the state, the characteristics of the republic, the integrity of the state, its official language, its flag, its national anthem and its capital. The basic qualities of the state were determined by these substances, and the philosophy and understanding of the state body was established. These clauses and the following sections, which define fundamental rights and freedoms, have created many constitutional values.

In the first part of the Constitution, every Turkish citizen has the right to exercise an honorable life in the national culture, civilization and legal order and to have the right and authority to develop in this direction the rights and freedoms of the fundamental rights and freedoms (Beginning/6) in this Constitution and the guarantee is provided for the realization and survival of these values. In the Basic Law of National Education No. 1739, an objective of the Turkish Education System is: all the members of the Turkish nation, Atatürk's revolution and the principles of Atatürk and the nationalism of Atatürk, which is expressed in the Constitution; Adopting, protecting and developing the national, moral, humanitarian, spiritual and cultural values of the Turkish Nation; and who loves and always strives to glorify his/her family, country and nation; and who knows and behaves accordingly his/her duties and responsibilities against the Republic of Turkey that is a democratic, secular and social state governed by rule of law, based on human rights and the fundamental tenets set forth in the preamble of the Constitution. (a. 2).

“International human rights instruments prohibit discrimination and exclusion in education; It supports the creation of an environment for the full development of inclusive, pluralistic, critical, participatory and human personality. The countries which are parties to international human rights regulations are obliged to apply the universal, scientific and human-oriented education model defined in this document under International human rights law” (Akyeşilmen, 2014, p. 5).

For this purpose to be realized; First, the values of the Turkish nation must know, the educational values in the Constitution which Republic of Turkey and its citizens are subject to its highest norms / laws should be transferred by the educational institutions.

### **The Purpose of the Research**

The aim of this research is to determine the values of Republic of Turkey's Constitution values and to demonstrate the importance of educational values in terms of transference. For this purpose, what are the educational values in the Republic of Turkey's Constitution are considered as problem situations. In this context;

1. What are the educational values contained in the Constitution of the Republic of Turkey?
2. How educational values located in the Constitution of the Republic of Turkey describes?
3. What are the transition frequencies of the determined educational values in the Constitution?

Questions were sought.

### **Method**

#### **Design of the Study**

In this research, which aims to determine the educational values in the Constitution of Republic of Turkey, qualitative research approach has been adopted and research is the case study. "Qualitative research, observation, interview and document analysis, such as qualitative data collection methods are used, facts and events in the natural environment in a realistic and holistic way to reveal a qualitative process to be followed as research" (Yıldırım and Şimşek, 2008, p. 39). The case study is defined as "an in-depth description and examination of a limited system" (Merriam, 2013, p. 40).

#### **Study Group**

In the study, as per the referendum dated 16.04.2017, 177 articles and 21 provisional articles were taken as basis in the Constitution of Republic of Turkey. As stated in Article 176 of the Constitution, the initial part of the Constitution, stating the fundamental views and principles, is included in the Constitution text. Article heading shows only the subject matter of the items they are related to and the ordering and linking between items. These headings, in accordance with the provisions of the Constitution are not included in the text of the Constitution in the research section is included in the article, article margins are not included in our research.

#### **Data Collection and Data Analysis**

In the study, as per the referendum dated 16.04.2017, 177 articles and 21 provisional articles were taken as basis in the Constitution of Republic of Turkey. As stated in Article 176 of the Constitution: *The initial part of the Constitution, stating the fundamental views and principles on which the Constitution is based, is included in the Constitution text. These headings are not included in the study of the article headings, which are included in the research text of the Constitution of Republic of Turkey chapter of the the Constitution of Republic of Turkey as required by the "Provisionsé of the the Constitution of Republic of Turkey.* These headings are not included in the research of the material headings that are included in the research text in the "Beginning" part of the Constitution of Republic of Turkey as required by the provisions of the Constitution of Republic of Turkey.

Document analysis technique was used in the study. As the document, the constitutional text at [www.mevzuat.gov.tr](http://www.mevzuat.gov.tr) has been used. Content analysis technique was used to analyze these data. As content is determined by content analysis, as Merriam (2013) points out, the sources of the researchers themselves and related literature are taken as basis.

Within the scope of the analysis, the expressions belonging to the values in the Constitution of Republic of Turkey were determined. Later, these expressions were coded and themes were formed by considering the

codes. While presenting the research findings, direct quotations of values from the constitution text are included.

In order to determine the reliability of the study, data were analyzed separately by two experts and in order to determine the reliability coefficient, Miles and Huberman's (1994) "Consensus / (Consensus + Disagreement) x 100" formula was used to determine the reliability coefficient. The reliability coefficient between the researchers was found to be .88. Then the codes and themes were compared, the points of opinion were determined, and the necessary discussions were held and the codes and themes were finalized.

### Findings and Comments

In this section, the findings related to the values enshrined in the Constitution of the Republic of Turkey and has given place to review.

In the study, the values determined in the Constitution of Republic of Turkey, the frequency of transition of these values, two examples of the constitution articles and values with the values are shown in Table 1.

**Table 1.** The Values Are Determined as a result of the Examination of the Constitution of the Republic of Turkey

Value	Frequency (f)	Constitutional Article	Example of the value of the Constitution Article / Clause
Justice / fairness value	13	Preamble, 2, 5, 11, 13, 37, 55, 67, 73, 81, 103, 137, 138.	<i>The state shall take the necessary measures to ensure that workers earn a fair wage commensurate with the work they perform and that they enjoy other social benefits (a. 55). The electoral laws shall be drawn up so as to reconcile the principles of fair representation and stability of government (a. 67).</i>
Show fidelity to the promise / keeping promise value	3	81, 103, Provisional Article 5.	<i>Members of the Grand National Assembly of Turkey, on assuming office, shall take the following oath (a. 81). - On assuming office, the President of the Republic shall take the following oath before the Grand National Assembly of Turkey (a. 103).</i>
Morality value	4	24, 28, 135, 141.	<i>Religious and moral education and instruction shall be conducted under state supervision and control. instruction in religious culture and morals shall be one of the compulsory lessons in the curricula of primary and secondary schools. Other religious education and instruction shall be subject to the individual's own desire, and in the case of minors, to the request of their legal representatives (a. 24). Court hearings shall be open to the public. It may be decided to conduct all or a part of a hearing in a closed session, but only in cases where absolutely necessitated by public morals or public security (a. 141).</i>
Atatürk's principles and reforms and Atatürk's nationalism value	7	Preamble, Provisional Article 2, 42, 58, 81, 103, 134.	<i>The "Atatürk High Institution of Culture, Language and History" shall be established as a public corporate body, under the moral aegis of Atatürk, under the supervision of and with the support of the President of the Republic, attached to the minister designated by the President of the Republic, and composed of the Atatürk Research Centre, the Turkish Language Institution, the Turkish History Institution and the Atatürk Culture Centre, in order to conduct scientific research, to produce publications and to</i>

				<p><i>disseminate information on the thought, principles and reforms of Atatürk, Turkish culture, Turkish history and the Turkish language (a. 134).</i></p> <p><i>Education shall be conducted along the lines of the principles and reforms of Atatürk, based on contemporary scientific and educational principles, under the supervision and control of the State. Educational institutions contravening these principles shall not be established (a. 42).</i></p>
The value of independence	9	Preamble, 1, 5, 6, 68, 81, 103, 118, 130.		<p><i>The fundamental aims and duties of the State are to safeguard the independence and integrity of the Turkish Nation, the indivisibility of the country, the Republic and democracy, to ensure the welfare, peace, and happiness of the individual and society; to strive for the removal of political, economic, and social obstacles which restrict the fundamental rights and freedoms of the individual in a manner incompatible with the principles of justice and of the social state governed by rule of law; and to provide the conditions required for the development of the individual's material and spiritual existence (a. 5).</i></p> <p><i>Universities, members of the teaching staff and their assistants may freely engage in all kinds of scientific research and publication. However, this shall not include the liberty to engage in activities against the existence and independence of the State, and against the integrity and indivisibility of the nation and the country (a. 130).</i></p>
The value of peace	2	Preamble, 49.		<p><i>That all Turkish citizens are united in national honour and pride, in national joy and grief, in their rights and duties regarding national existence, in blessings and in burdens, and in every manifestation of national life, and that they have the right to demand a peaceful life based on absolute respect for one another's rights and freedoms, mutual love and fellowship, and the desire for and belief in "Peace at home; peace in the world" (Preamble).</i></p> <p><i>The State shall take the necessary measures to raise the standard of living of workers, and to protect workers and the unemployed in order to improve the general conditions of labour, to promote labour, to create suitable economic conditions for prevention of unemployment and to secure labour peace (a. 49).</i></p>
Scientific value	5	27, 42, 130, 131, 134.		<p><i>Everyone has the right to study and teach, express, and disseminate science and the arts, and to carry out research in these fields freely. (a. 27).</i></p> <p><i>Education shall be conducted along the lines of the principles and reforms of Atatürk, based on contemporary scientific and educational principles, under the supervision and control of the State. Educational institutions contravening these principles shall not be established (a. 42)</i></p>
The value of the Republic and democracy	14	Preamble, 1, 2, 4, 5, 13, 14, 28, 51, 68, 81, 103, 119, 174.		<p><i>The State of Turkey is a Republic (m. 1).</i></p> <p><i>The Republic of Turkey is a democratic, secular and social state governed by rule of law, within the notions of public</i></p>

			<i>peace, national solidarity and justice, respecting human rights, loyal to the nationalism of Atatürk, and based on the fundamental tenets set forth in the preamble. (m. 2).</i>
The value of modernity	4	Preamble, 42, 130, 174.	<i>Determining to attain the everlasting existence, prosperity, material and spiritual well-being of the Republic of Turkey, and the standards of contemporary civilization as an honourable member with equal rights of the family of world nations (Preamble). No provision of the Constitution shall be construed or interpreted as rendering unconstitutional the Reform Laws indicated below, which aim to raise Turkish society above the level of contemporary civilization and to safeguard the secular character of the Republic, and whose provisions were in force on the date of the adoption of the Constitution by referendum (a. 174).</i>
The value of diligence / diligence	5	48, 49, 50, 51. 54.	<i>Everyone has the freedom to work and conclude contracts in the field of his/her choice. Establishment of private enterprises is free. The State shall take measures to ensure that private enterprises operate in accordance with national economic requirements and social objectives and in security and stability (a. 48). Everyone has the right and duty to work (a. 49).</i>
The value of being environmentally sensitive	5	43, 44, 56, 57, 169.	<i>Everyone has the right to live in a healthy and balanced environment. It is the duty of the State and citizens to improve the natural environment, to protect the environmental health and to prevent environmental pollution (a. 56). The State shall enact the necessary legislation and take the measures required for the protection and extension of forests. Burnt forest areas shall be reafforested; other agricultural and stockbreeding activities shall not be allowed in such areas. All forests shall be under the care and supervision of the State (a. 169).</i>
Solidarity, social state value	9	2, 42, 51, 55, 61, 62, 81, 103, 136.	<i>The State shall provide scholarships and other means of assistance to enable students of merit lacking financial means to continue their education. The State shall take necessary measures to rehabilitate those in need of special education so as to render such people useful to society (a. 42). The State shall take measures to protect the disabled and secure their integration into community life (m. 61).</i>
The value of religious faith / belief	2	Preamble, 24.	<i>Everyone has the freedom of conscience, religious belief and conviction (a. 24). Religious and moral education and instruction shall be conducted under state supervision and control. instruction in religious culture and morals shall be one of the compulsory lessons in the curricula of primary and secondary schools... (a. 24).</i>
The value of being disciplined	1	135.	<i>Professional organizations having the characteristics of public institutions and their higher bodies are public corporate bodies established by law, with the objectives of</i>

			<i>meeting the common needs of the members of a given profession, to facilitate their professional activities, to ensure the development of the profession in keeping with common interests, to safeguard professional discipline and ethics in order to ensure integrity and trust in relations among its members and with the public; their organs shall be elected by secret ballot by their members in accordance with the procedure set forth in the law, and under judicial supervision (m. 135).</i>
Honesty / honesty value	3	76, 79, 135.	<i>Persons who have not completed primary education, who have been deprived of legal capacity, who are neither exempt nor deferred from military service, who are banned from public service, who have been sentenced to a prison term totalling one year or more excluding involuntary offences, or to a heavy imprisonment; those who have been convicted for dishonourable offences such as embezzlement, corruption, bribery, theft, fraud, forgery, breach of trust, fraudulent bankruptcy; and persons convicted of smuggling, conspiracy in official bidding or purchasing, of offences related to the disclosure of state secrets, of involvement in acts of terrorism, or incitement and encouragement of such activities, shall not be elected as a deputy, even if they have been granted amnesty (a. 76). The Supreme Board of Election shall execute all the functions to ensure the fair and orderly conduct of elections from the beginning to the end, carry out investigations and take final decisions, during and after the elections, on all irregularities, complaints and objections concerning the electoral matters, and receive the electoral records of the members of the Grand National Assembly of Turkey and presidential election. No appeal shall be made to any authority against the decisions of the Supreme Board of Election (a. 79).</i>
The value of education / education	7	24, 42, 58, 62, 130, 131. Provisional Article 2.	<i>No one shall be deprived of the right of education. (a. 42). Primary education is compulsory for all citizens of both sexes and is free of charge in state schools (a. 42).</i>
Equality value	5	Preamble, 10, 29, 41, 68.	<i>Everyone is equal before the law without distinction as to language, race, colour, sex, political opinion, philosophical belief, religion and sect, or any such grounds (a. 10). Family is the foundation of the Turkish society and based on the equality between the spouses (a. 41).</i>
Security value	23	19, 20, 21, 22, 26, 28, 31, 33, 34, 37, 38, 48, 51, 60, 62, 104, 117, 118, 125, 130, 135, 137, 141.	<i>Everyone has the right to personal liberty and security (a. 19). The right to hold meetings and demonstration marches shall be restricted only by law on the grounds of national security, public order, prevention of commission of crime, protection of public health and public morals or the rights and freedoms of others (a. 34).</i>
Right and freedom value	40	Preamble, 5, 12, 13, 14, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 31,	<i>That every Turkish citizen has an innate right and power, to lead an honourable life and to improve his/her material and spiritual wellbeing under the aegis of national culture,</i>



		32, 34, 35, 36, 40, 42, 48, 49, 50, 51, 53, 54, 56, 57, 59, 67, 68, 70, 72, 74, 81, 103, 119, 130.	<i>civilization, and the rule of law, through the exercise of the fundamental rights and freedoms set forth in this Constitution, in conformity with the requirements of equality and social justice, (Preamble). Everyone has the freedom of thought and opinion (a. 25).</i>
Value of respect for human rights	6	2, 12, 14, 68, 81, 103	<i>The Republic of Turkey is a democratic, secular and social state governed by rule of law, within the notions of public peace, national solidarity and justice, respecting human rights, loyal to the nationalism of Atatürk, and based on the fundamental tenets set forth in the preamble (a. 2). Everyone possesses inherent fundamental rights and freedoms, which are inviolable and inalienable (a. 12).</i>
Value of collaboration	3	Preamble, 53, 171.	<i>Workers and employers have the right to conclude collective labour agreements in order to regulate reciprocally their economic and social position and conditions of work (a 53). The State shall take measures, in keeping with national economic interests, to ensure the development of cooperativism, which shall be primarily aiming at increase in production and protection of consumers. (a. 171).</i>
The value of care for women and families	6	20, 38, 41, 50, 62, 68.	<i>Everyone has the right to demand respect for his/her private and family life. Privacy of private or family life shall not be violated. (a. 20). The State shall take the necessary measures and establish the necessary organization to protect peace and welfare of the family, especially mother and children, and to ensure the instruction of family planning and its practice (a. 41).</i>
Heroic Value	2	Preamble, 61.	<i>Affirming the eternal existence of the Turkish Motherland and Nation and the indivisible unity of the Sublime Turkish State, this Constitution, in line with the concept of nationalism introduced by the founder of the Republic of Turkey, Atatürk, the immortal leader and the unrivalled hero, and his reforms and principles (Preamble). The State shall protect the widows and orphans of martyrs of war and duty, together with invalid and war veterans, and ensure that they enjoy a decent standard of living (a. 61).</i>
Secularity value	3	2, 136, 174.	<i>The Republic of Turkey is a democratic, secular and social state governed by rule of law, within the notions of public peace, national solidarity and justice, respecting human rights, loyal to the nationalism of Atatürk, and based on the fundamental tenets set forth in the preamble (a. 2). No provision of the Constitution shall be construed or interpreted as rendering unconstitutional the Reform Laws indicated below, which aim to raise Turkish society above the level of contemporary civilization and to safeguard the secular character of the Republic, and whose provisions were in force on the date of the adoption of the Constitution by referendum (a. 174).</i>
The value of innocence	6	15, 38, 58, 67, 76, 79.	<i>No one shall be considered guilty until proven guilty in a court of law (a. 38).</i>

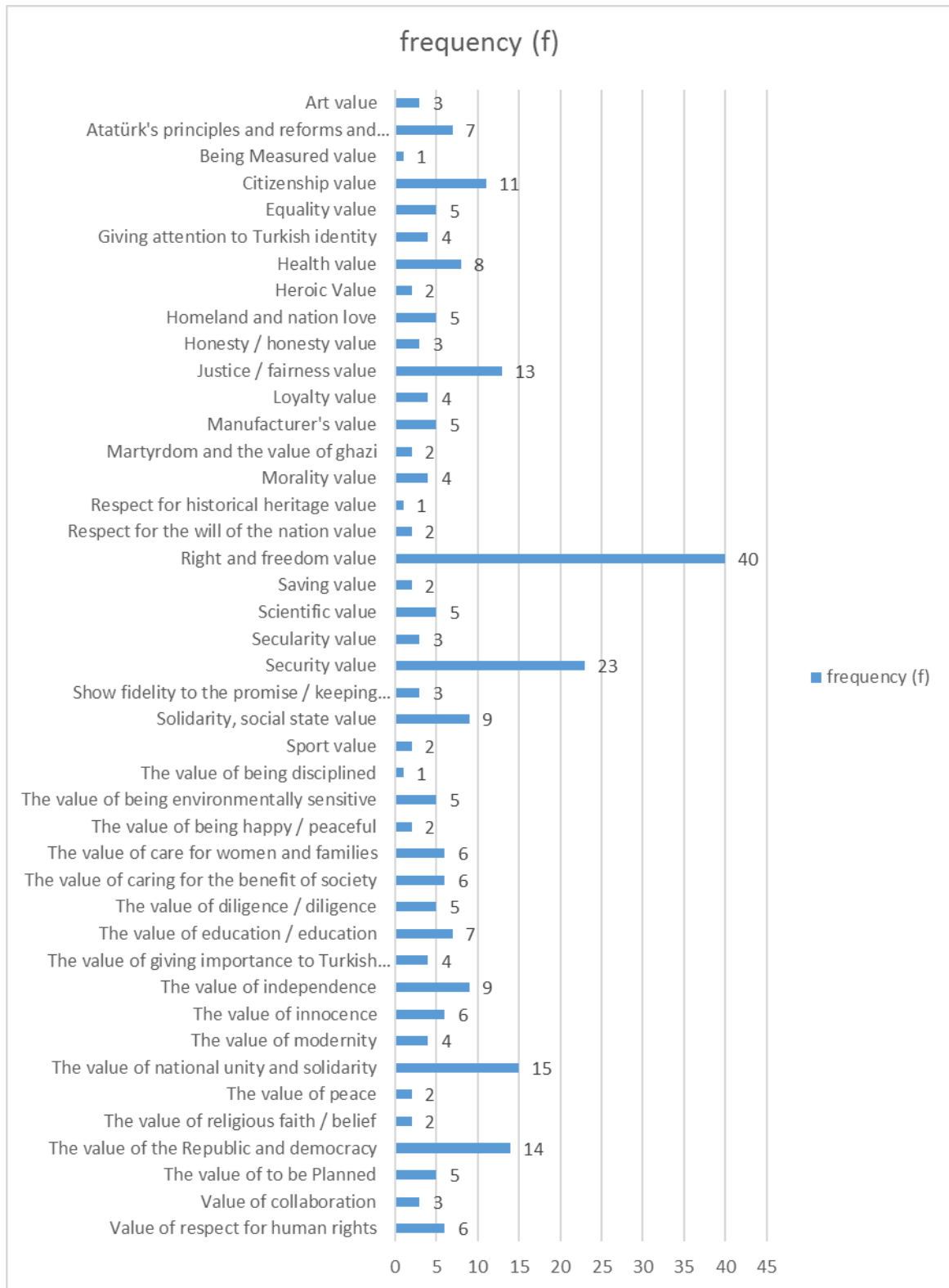
			<i>The State shall take necessary measures to protect youth from addiction to alcohol and drugs, crime, gambling, and similar vices, and ignorance (a. 58).</i>
Respect for the will of the nation value	2	Preamble, 6.	<i>The absolute supremacy of the will of the nation, the fact that sovereignty is vested fully and unconditionally in the Turkish Nation and that no individual or body empowered to exercise this sovereignty in the name of the nation shall deviate from the liberal democracy indicated in the Constitution and the legal system instituted according to its requirements (Preamble). Sovereignty belongs to the Nation without any restriction or condition (a. 6).</i>
The value of national unity and solidarity	15	Preamble, 3, 4, 5, 14, 26, 28, 58, 68, 81, 103, 118, 119, 130, 136.	<i>None of the rights and freedoms embodied in the Constitution shall be exercised in the form of activities aiming to violate the indivisible integrity of the State with its territory and nation, and to endanger the existence of the democratic and secular order of the Republic based on human rights (a. 14). The State of Turkey, with its territory and nation, is an indivisible entity (a. 3).</i>
The value of being happy / peaceful	2	Preamble, 5.	<i>Determining to attain the everlasting existence, prosperity, material and spiritual well-being of the Republic of Turkey, and the standards of contemporary civilization as an honourable member with equal rights of the family of world nations; (Preamble). The fundamental aims and duties of the State are to safeguard the independence and integrity of the Turkish Nation, the indivisibility of the country, the Republic and democracy, to ensure the welfare, peace, and happiness of the individual and society; to strive for the removal of political, economic, and social obstacles which restrict the fundamental rights and freedoms of the individual in a manner incompatible with the principles of justice and of the social state governed by rule of law; and to provide the conditions required for the development of the individual's material and spiritual existence (a. 5).</i>
Being Measured value	1	13.	<i>Fundamental rights and freedoms may be restricted only by law and in conformity with the reasons mentioned in the relevant articles of the Constitution without infringing upon their essence. These restrictions shall not be contrary to the letter and spirit of the Constitution and the requirements of the democratic order of the society and the secular republic and the principle of proportionality (a. 13).</i>
The value of to be Planned	5	41, 45, 56, 57, 166.	<i>The State facilitates farmers and livestock breeders in acquiring machinery, equipment and other inputs in order to prevent improper use and destruction of agricultural land, meadows and pastures and to increase crop and livestock production in accordance with the principles of agricultural planning (a. 45). Planning the economic, social and cultural development, in particular the rapid, balanced and harmonious development</i>

			<i>of industry and agriculture throughout the country and the efficient use of national resources by taking inventory of and evaluating them, and the establishment of the necessary organization for this purpose are the duties of the State (a. 166).</i>
Loyalty value	4	Preamble, 42, 81, 103.	<i>Public servants, other public officials and members of public professional organizations or their higher bodies shall not be subjected to disciplinary penalties without being granted the right of defence (a.129). With these IDEAS, BELIEFS, and RESOLUTIONS to be interpreted and implemented accordingly, thus commanding respect for, and absolute loyalty to, its letter and spirit (Preamble).</i>
Health value	8	20, 21, 22, 33, 51, 56, 58, 125.	<i>Everyone has the right to live in a healthy and balanced environment. (a. 56). The State shall take necessary measures to protect youth from addiction to alcohol and drugs, crime, gambling, and similar vices, and ignorance. (a. 58).</i>
Art value	3	27, 64, 173.	<i>Everyone has the right to study and teach, express, and disseminate science and the arts, and to carry out research in these fields freely (m. 27). The State shall ensure the protection of the historical, cultural and natural assets and wealth, and shall take supportive and promotive measures towards that end (m. 64).</i>
Sport value	2	59, 59	<i>The State shall take measures to develop the physical and mental health of Turkish citizens of all ages, and encourage the spread of sports among the masses (m. 59/1). The state shall protect successful athletes (m. 59/2).</i>
Martyrdom and the value of ghazi	2	10, 61.	<i>Measures to be taken for children, the elderly, disabled people, widows and orphans of martyrs as well as for the invalid and veterans shall not be considered as violation of the principle of equality (m. 10). The State shall protect the widows and orphans of martyrs of war and duty, together with invalid and war veterans, and ensure that they enjoy a decent standard of living (a. 61).</i>
Respect for historical heritage value	1	63.	<i>The State shall ensure the protection of the historical, cultural and natural assets and wealth, and shall take supportive and promotive measures towards that end. (a. 63).</i>
Saving value	2	166, 56.	<i>Measures to increase national savings and production, to ensure stability in prices and balance in external payments, to promote investment and employment shall be included in the plan; in investments, public interests and necessities shall be taken into account and the efficient use of resources shall be proposed. Development activities shall be realized according to this plan (a. 166). The State shall regulate central planning and functioning of the health services to ensure that everyone leads a healthy life physically and mentally, and provide cooperation by</i>

			<i>saving and increasing productivity in human and material resources (m. 56).</i>
The value of caring for the benefit of society	6	35 53, 47, 54, 168, 174.	<i>Private enterprises performing services of public nature may be nationalized in exigencies of public interest (m. 47). The right to strike and lockout shall not be exercised in a manner contrary to the rules of goodwill, to the detriment of society, and in a manner damaging national wealth (a. 54).</i>
The value of giving importance to Turkish language	4	3, 4, 42, 134	<i>The State of Turkey, with its territory and nation, is an indivisible entity. Its language is Turkish (a. 3). No language other than Turkish shall be taught as a mother tongue to Turkish citizens at any institution of education. (a. 42).</i>
Giving attention to Turkish identity	4	Preamble, 5, 66, 76	<i>Everyone bound to the Turkish State through the bond of citizenship is a Turk. The child of a Turkish father or a Turkish mother is a Turk. (a. 66). Every Turk over the age of eighteen is eligible to be a deputy (a. 76).</i>
Manufacturer's value	5	44, 45, 166, 171, 173.	<i>Measures to increase national savings and production, to ensure stability in prices and balance in external payments, to promote investment and employment shall be included in the plan; in investments, public interests and necessities shall be taken into account and the efficient use of resources shall be proposed. Development activities shall be realized according to this plan (a. 166). The State shall take measures, in keeping with national economic interests, to ensure the development of cooperativism, which shall be primarily aiming at increase in production and protection of consumers (a. 171).</i>
Homeland and nation love	5	Preamble, 72, 81, 103, 119.	<i>Has been entrusted by the TURKISH NATION to the democracy-loving Turkish sons' and daughters' love for the motherland and nation (Preamble). National service is the right and duty of every Turk. (a. 72).</i>
Citizenship value	11	Preamble, 18, 23, 38, 59, 62, 66, 67, 68, 74, 101.	<i>Citizens shall not be deported, or deprived of their right of entry into the homeland (m. 23). No citizen shall be extradited to a foreign country because of an offence, except under obligations resulting from being a party to the International Criminal Court (m. 38).</i>

As it can be seen in Table 1, 43 educational value (Justice / fairness value, value of moral values, value of morality, principles of Atatürk nationalism, independence value, value of peace, scientific value, republic and value of democracy, value of modernity, value of being industrious / value of being environment, solidarity, value of being of social state, value of religious belief / belief, value of being disciplined, value of honesty / honesty, education / education, equality value, security value, right and freedom value, value of respect for human rights, value of cooperation, value of value of women and family, value of heroism, value of secularism, value of innocence, value of respect for national administration, value of national unity and togetherness, value of being happy, value of value, value of planning, value of loyalty, health value, value of art value, value of sport, martyrdom and value of gasity, value of historical heritage, value of saving value, value of caring for society benefit, value of giving importance to Turkish language, giving importance to Turkish identity, value of production, value of love of nation and nation, value of citizenship) were

determined. Transition frequency of these values was determined as (f 269). In Figure 1, the frequency values of the values in the Constitution of Republic of Turkey are given.



**Figure 2.** The Frequency Values of the Values in the Constitution of Republic of Turkey.

As it can be seen in Figure 2, the most frequent repetitive value in the Constitution of Republic of Turkey was determined as freedom (f 40). The main freedoms mentioned in the Constitution are: Freedom of Persons (Article 19), freedom of communication (Article 22), freedom of residence and travel (Article 23), freedom of religion and conscience (Article 24), freedom of thought and opinion (Article 25), freedom of expression and

dissemination of thought (Article 26), freedom of science and art (Article 27), freedom of press (Article 28), freedom of association (Article 33), freedom of rights (Article 36), freedom to work and contract (Article 48).

“Freedom can be defined as the power of doing or not doing something, behaving in a certain way or not. In short, freedom is “the power of free movement”. The right is the embodiment of freedom. The right is the instrument of the realization of freedom in concrete” (Gözler, 2018, p. 110).

As Gözler (2018) points out, there are some differences between rights and freedom in the legal sense. This difference can be summarized as follows: Freedom is intangible, the Right is tangible. Rights arise during the implementation of freedom. However, it is not possible to say that there is such a distinction in terms of our Constitution, although it is possible to establish such a theoretical distinction on the “Right” and “Freedom”. Because, in our Constitution and other positive legal texts, the words “Freedom” and “Right” are generally used together (Gözler, 2018, p. 110).

In this study, the Constitution of Republic of Turkey is examined in terms of values, expressed as the right in the the Constitution of Republic of Turkey; the right to organize meetings and demonstrations (Article 34), the right to property (Article 35), the right and duty of education and training (Article 42), the right to work and duty (Article 49), the right to form a union (Article 51), the right to strike (Article 52) and others homework assignments were evaluated both in the values they were related to and the value of freedom.

One of the most frequently mentioned values in the Constitution of Republic of Turkey is the security value. This value is repeated 23 times (f 23) in the Constitution. In the Constitution, the following types of security are mentioned: security of persons (Article 19), national security (Articles 20, 21, 31, 33, 34, 51, 104, 117, 118, 125, 135), public security (Articles 22, 26, 130, 137, 141) the internal and external security of the state (Article 28), the guarantee of the judge (Article 37), the security of the law (Article 38), working security (Article 48), social security (Articles 60, 62).

When the security related articles of the Constitution are examined, it is seen that the most frequently mentioned security type is national security and public security. It is possible to explain this situation with the importance given to the state and nation by Turkish society.

In the Turkish state tradition, the importance of national unity and solidarity was given great importance. This value can be kept alive, to the extent that the Turkish states could continue their lives. This truth is expressed in the first written works of the Turkish nation:

türük begler bodun bunu eşiding türük bodun tirip il tutsikingın bunta urtum yangılıp ölsikingin yime bunta urtum: *Türk beyleri ve milleti bunu işitin: I dug up here that the Turkish nation would be a (strong) state when it was assembled (unity); I wrote here again that he would die when he was wrong (when he was not together)* (KTG 10-11: *Alyılmaz, 2005, p. 11*).

Because the State should provide for its continuity, and the need to consolidate the sense of national unity and solidarity among its own citizens, the Constitution of Republic of Turkey gave importance to this value and 15 points (f 15) have the value of national unity and togetherness.

Another value that the Constitution attaches importance to is the republic and the value of democracy. As is stated in the first article of the Constitution “Turkey is a State of the Republic” the phrase is important for the Turkish government to show the shape of management. In the following article, the main features of the republic were listed. Republic of Turkey is state that is the public peace, national solidarity and justice; respecting human rights; loyal to the nationalism of Atatürk, initially based on the fundamental principles of a democratic, secular and social state of law (Article 2).

Repeating the importance of repetition and reproduction 14 times (f 14) in the the Constitution of Republic of Turkey in the Republican and Democracy-like practices are always a traditional value applied in

the Turkish state tradition. In this regard, İlhami Durmuş commented on the foundations of the idea of republic and democracy in the Turks:

Atatürk, who knows the characteristics of the Turkish nation and Turkish history very well, said that “the administration that best suits the nature and character of the Turkish nation is the Republic”. There are historical foundations of this idea. As mentioned above by the examples, starting from the oldest Turkish states, then in different geographies established in the Turkish state, evolving in time, the Republic was effective in the adoption of the regime. As the principles based on justice, utility, equality and universality were formed in very early periods, the Republican regime was adopted and accepted as the most appropriate form of administration for the Turkish nation. The existence of a classless community structure, councils, election of executives by choice, giving importance to the leadership of the mind and science show that the existence of Turks in Turkey is prone to Turkish society. These insights are reflected in the acceptance of the Republic and make some parallels possible (Durmuş, 2007, p. 31).

The republic and democracy value, which is in line with the historical management approach of the Turks, constitutes the main backbone of the state administration in the 1982 Constitution of Republic of Turkey Constitution.

In the Constitution of Republic of Turkey, the values of being disciplined, restrained and respecting the historical heritage are the least repetitive values. Being disciplined from this value has been used in the 135th article of the Constitution to have professional discipline and morality. In Article 13 of the Constitution on the value of being measured, it was emphasized that the limitation of fundamental rights and freedoms in compulsory cases cannot be contrary to the principle of proportionality.

The value of respect to the historical heritage appears in Article 63 of the Constitution. In the article of the Constitution, the protection of history, culture and natural assets and values is among the duties of the state.

### **Conclusion and Recommendations**

The Constitution of Republic of Turkey contains 43 different educational values. The transition frequency of these values is 269 (f 269). The Constitution is an agreement that the state has made with its citizens when it is forming its institutions (Yereli, 2002, p. 7). It can be said that the 43 different values that the Republic of Turkey State and its people have allied with in the Constitution, present a rich content to their interlocutors regarding educational values and educational values have a high importance in the life of Turkish society.

The values that constitute each of the beliefs, ideas, traditions, customs and other norms shaping the cultures of societies, “the most comprehensive values of human”, “human-human relations values”, “values of human-society relations”, “values of society-human relations”, “values of society-society relations” and “human-nature relationship values” are grouped under those headings above (Şahin, 2018, p. 367). It has been understood that it has made a significant contribution to the transfer of cultural values by incorporating a large part of these values.

Social values are a cultural heritage that has evolved in history and passed on from generation to generation. One of the ways to transfer this legacy to the new generations is to introduce the aim, scope and content of the constitutional system to which the people are subject. The 42 different values contained in the Constitution of Republic of Turkey are important in terms of intergenerational value transfer and the constitution gives a legal basis for these values.

Another feature of the law dictionary is that the semantic elements in the law language differ from the semantic elements in the natural language. In the natural language, while the semantic structure is basically based on a dual opposing relationship, there are multi-member sequences in the legal language (Uzun, 2006,

p. 80). For this reason, there is a conviction in the society that legal texts (constitution, law, regulation, regulation, etc.) are incomprehensible and boring texts. People have auditory, visual and tactile learning styles. The constitution and the laws can be seen as difficult to understand texts for both the recipients / target groups (especially those with visual and tactile learning styles) who have not passed formal legal education with their forms and contents. This situation conveys direct (direct) message of the Constitution; it remains an obstacle to the acquisition and transformation of knowledge in the most effective way in the natural environment. For this reason, spreading public spots, animations and cartoons accepted by the general public about the values in the Constitution of Republic of Turkey are prepared and it is important that these values are widely recognized, adopted and transformed into behavior.

In the Constitution of Republic of Turkey, it has been changed from time to time due to historical reasons, positive / negative conditions brought about by the enrichment of mass media, changing social demands, etc. This situation has been consciously or unconsciously criticized by some circles, and the discourses such as "patched bundles" have been produced and damaged society's trust in the constitution. This study which we made by taking the educational values to the center showed that the Constitution of Republic of Turkey has a rich educational content and it has many values in order to regulate the relations between the state, society and the environment. With the sense of trust in the Constitution of Republic of Turkey and the internalization of the values contained in the constitution by the society, it is necessary to work on increasing the trust in the Constitution by the relevant institutions of the constitutional order (Ministry of Justice, Ministry of National Education, Constitutional Court, etc.).

In the faculties of the universities and in other faculties and departments providing education in the social sciences, courses on law - education, law - culture, law - communication etc. should be opened and the fact that the legal texts live on the ground formed by social values should be internalized by the target group.

The first entry into the civil service and the teaching profession is made as a candidate officer. Those who are appointed as Candidate Officers can only be appointed to the main office if they are successful in the training they will see during the nomination process. In these trainings, Basic Education, Preparatory Training and Internship continue in successive sequence. Basic Education subjects include the Constitution of Republic of Turkey. The cultural and educational aspect of the constitution should be explained as the subject of the Constitution of Republic of Turkey to the candidate officer.

Curriculum prepared by the Ministry of National Education; Turkish Language Teaching Program (Primary and Secondary School 1, 2, 3, 4, 5, 6, 7 and 8 Grades, Middle Grade Turkish Language and Literature Course Class 9, 10, 11, 12): Root values in the curriculum are as follows: Justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, helpfulness. It is said that these values will be taken into consideration in the process of teaching and learning together with their own values, sub-values and other root values (MEB, 2018, p. 6). 18 values given in the Social Studies Curriculum (Primary, Secondary, 4th, 5th, 6th and 7th Grades) (MEB, 2018): Justice, respecting family unity, independence, peace, scientific, diligence, solidarity, sensitivity, honesty, aesthetics, equality, freedom, respect, love, responsibility, savings, patriotism, charity were listed as (MEB, 2018, p. 9). It appears that many of the values that the Constitution, which is the highest legal norm of the Constitution of Republic of Turkey, and which it has ordered to be complied with, have not been included in the curriculum. The Ministry of National Education should take the educational values that the Constitution of Republic of Turkey puts responsibility for the survival of the state organs and citizens into consideration and the educational programs should be enriched in terms of values.

As determined in the Constitution of Republic of Turkey, the values in the other educational legislation should be determined and presented to the attention of educators and the curricula of Turkish and Turkish Language and Literature, Social Studies, Human Rights Citizenship and Democracy and other courses



prepared by the Ministry of National Education should be reviewed and these courses should be enriched in terms of educational values.

The values determined in the Constitution of Republic of Turkey should be taught in a holistic way by taking into consideration the situation, goals and needs of the target audience in the courses related to the teaching of Turkish. Because the languages, history, cultures, civilizations, and all the lives of the languages of knowledge, experience and experience in their bodies, these values come from all levels of the target audience to be reached and transfer (Alyılmaz, 2018, p. 2461).

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