

Statistical Distribution of Issues Related to Ancient History in History Programs of Secondary Education in Turkey (From The Beginning to the Present)

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Abstract

This study determines the distribution of 'ancient history' subjects in history textbooks published since the beginning of the Republic in our country. The aim of this research is to review the place of ancient history subjects in history textbooks and to make suggestions. In this direction, the study was conducted by document analysis - descriptive scanning method. In our country, secondary education curriculum is carried out by the units within the Board of Education Board of the Ministry of National Education. History textbooks are reorganized based on updates to the curricula.

Nowadays, secondary school history textbooks are prepared according to the curriculum put into practice in 2018-2019 academic year and the related qualifications are; to improve the competence gained by high school students in primary and secondary schools, adopt national and spiritual values and transform them into lifestyles, contribute to the economic, social and cultural development of our country as productive and active citizens and develop their expression skills in disciplinary areas; and also to train individuals who have acquired basic level skills and competences.

In this context, the most influential factors in history textbooks and units and subjects are published / renewed history programs. Due to the change of the programs, it is seen that the subjects related to Ancient history are intensified and decreased. It is understood that it is important to comprehend the cumulative heritage of humanity from past to present while preparing the program.

In this study, it is aimed to determine the densities of ancient history subjects in the books published in relation to the change of history programs from the beginning of the Republic period to the present day and to reveal the page distribution ratios of ancient history subjects.

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1. Introduction

According to Morris; While studying archaeological works used in ancient history teaching, students develop their historical thoughts and enter into an emotional connection. Egan calls history teachers to take 'emotional orientation [1] enabling students to develop their imagination and connect with people from the past. In history teaching, critical thinking and analysis of values play an important role in developing

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studentStudents engaged in critical thinking make decisions about the nature of the value of a culture using value systems and contemporary perspectives[1]

In order to teach ancient history, it is necessary to follow a methodological model instead of giving separate examples about various aspects of prehistoric and classical history. For this reason, it is an element that should be taken into consideration when describing the ancient age in textbooks. If the methodology is not included, the risk of being forgotten by the students increases [2]

A reliable guide is needed to ensure that students do not get lost in intensive research areas on their journey to history. The textbook allows the student to easily follow the basic facts of history and get an idea of the subject. One of the most used sources in our education system is textbooks. In addition, students should be encouraged to conduct research outside the textbook. These may be published books in the field of scientific resources, archaeological works, museums, elements such as the Internet and library. Thus, the student can be encouraged to conduct research outside the school. The textbook serves as a guideline for further study.

1.1. Teaching And Importance of Ancient History

Ancient History; It is the oldest stage of development in the history of humanity and its lasting effects primarily focus on the existence of writing, the formation of urban civilization, the development of the concept and organization of the state and the emergence of a strong mental culture. Until the beginning of the 19th century, when we talked about "Ancient", we see that the Mediterranean region and its environs, which were the area of the spread of Hellenic-Roman Antiquity and the Hellenic-Latin cultures, were understood. In the nineteenth century, upon the discovery of Hellas and Rome, as well as ancient high cultural regions in Mesopotamia, Egypt, Syria-Palestine, Iran and Anatolia, historian Eduard Meyer from Berlin (1855-1930) introduced the concept of "Universal Old Age".[3]

Ancient history is one of the oldest periods (3000-2800 BC) of the Mediterranean and Pre-Asian cultural circles and the neighboring regions which are in direct relation with these cultural circles (3000-2800 BC) and the collapse of the unity of political space established in the Mediterranean by the Middle Ages. (from the 7th century AD).[4] It begins with the discovery of writing and continues until 476, the date of the fall of Western Rome. However, it is not correct to give a clear history; the socio-cultural transition lasted for a century.

Ancient history, which takes place at the beginning of the science of history, has an important place in understanding the concept of history. The textbook allows the student to easily follow the basic facts of history and get an idea of the subject. It is very important for the students to make a very detailed analysis to help them take into account the chronological order and logical order of all the important events they need to know about this period. The use of images obtained from archaeological research in textbooks may facilitate students' connection with the past and present. It is possible for humanity to learn the information at the beginning of the adventure in the process of civilization through ancient history. Thanks to the information that ancient history gives us, we can make students understand the existence and development of humanity more concretely. In order to understand the current position of humanity, students need to know their past well. The reason for this is that each civilization has been influenced by the previous civilization and has formed its own civilization. To explain this with an example; It is not possible to fully understand Anatolian civilization without knowing Mesopotamian civilization. Anatolia, which has an important geographical position on the world, has also made the cultural cradle of the world civilizations. It is only possible to train young people who know, protect and wish to transfer their cultural heritage to the future by integrating this awareness into history textbooks.

1.2. Programs

Koçak, according to the intensity of the content of the history curriculum; The period covering 1923-1938 -19 the period of nationalization under the influence of the Turkish History thesis", the period covering 1938-1950, the period in which humanism was influenced by culture", the period between 1950-1980 "multiparty life-democratization period 1980, 1980-... in the Turkish-Islamic synthesis understanding describes the period as effective [5]Keskin makes this assessment to the present day as follows: Atatürk Period (1920-1938), National Chief Period (1938-1950), Democratic Party Period (1950-1960), Chaotic Period (1960-1980), Military Intervention Period (1980- 1990), Change Period (1990-2000), Globalization Period (2000s) is divided into periods [6]

Since 1970, ancient issues have gradually decreased. Ancient Asia Minor civilization was studied in detail. It is envisaged to briefly focus on the civilization of the Aegean region [7]

1983 The history of ancient times was extracted from books. Ancient civilizations were given 5% and the civilizations established in Asia and Egypt were 20% [7]

According to Özbaran, in the High School I history textbooks published until the 1990s, ancient history (ancient history) and world civilizations are included at an average rate of 32%. They are also predominantly in Asia and Europe. However, the first periods of other civilizations of the world should be mentioned, albeit briefly. For example, civilizations in the American continent, Africa, the first settlements in Australia should be mentioned. Thus, the connection between the spread of humanity in the world and the later periods will be better understood. In other words, the role of ancient culture in the formation of today's world civilization will be revealed. Within these ancient history subjects, 'Old Anatolian Cultures should be given a special importance because these cultural assets of our country are living documents of the history, geography, culture and art of our country [8]

The High School I history textbooks published until the 1990s contain an average of 32% of ancient and world civilizations. Regarding the high school history textbook published in 1993-1994; (1993-1994) In the high school history textbook, ancient history subjects have decreased to 7-8%. The proportion of Anatolian civilizations in the book is 4%; There are also some errors in the book ” [8]

1.3. Purpose of The Research

The main problem of this research:

Are the textbooks of history changed according to the changed programs?

Sub-problems:

1. In which periods are the subjects of Ancient history intensified?
2. What are the reasons for these densities?
3. Are ancient history subjects sufficiently given in today's history textbooks?

1.4. Importance of Research

As a result of the analysis, it is seen that the distribution of ancient history subjects in textbooks in secondary education history textbooks decreases and increases from time to time in comparison to other history subjects. With this study, these changes will be revealed.

2. Research Method (12pt)

Qualitative research method was used in the study. The data were obtained through document analysis. Descriptive analysis, which is a qualitative research technique, was used in the analysis of the data. The data obtained through the documents are given in tabular form.

Qualitative research can be defined as qualitative data collection methods such as observation, interview and document analysis, and a qualitative process to present perceptions and events in a realistic and holistic way in the natural environment. The data were obtained through document analysis. Document analysis involves the analysis of written materials that contain information about the subjects or cases targeted for research [9]

3. Results and Analysis

Number of pages of sections dedicated to Ancient History in the History textbooks of the Republican Era:

According to the changing history curriculum, textbooks published by the Ministry of National Education were examined in terms of the distribution of ancient history subjects. Taking into account the whole book, the number of pages devoted to Ancient subjects and its distribution within the rest of the book are given as percentages and graphs.

**Percentage Distribution of Ancient History Subjects in the History Textbooks of the Republican Era
Table 1**

History Books	Number of Pages	Subject Page	Percent
1926: General History	624	609	97,60
1928: General History	384	260	67,71
1931: History 1	384	346	90,10
1939: History 1	405	357	88,15
1941: History 1 Ancient	118	104	88,14
1952: History1 Ancient	198	161	84,29
1960: History 1 Ancient	191	168	87,96
1972: History 1 Ancient	253	206	81,42
1976: History 1	450	264	58,67
1980: History 1 Ancient	245	214	87,35
1994: History 1	282	60	21,28
1999: History 1	273	23	8,42
2000: History 1	182	16	8,79
2006: History 1	212	29	13,68
2013: History 1	192	28	14,58
2019: History 9	220	31	14,09

Secondary education curriculum was first made in 1924. The deficiencies in this have been tried to be solved with the 1927 curriculum. Textbooks have been prepared in accordance with this curriculum.

When we look at Tables 1 and 2; We see that the entire textbook of 1926 was devoted to Ancient history. The book contains extensive knowledge of the field. The book in 1928 consists of 68% of ancient subjects. 1931 history textbook; The Turkish Historical Survey Society has appointed some members to prepare a book that can fill the gap in history. The first volume of these books, which is prepared in four volumes, is History I and the Tenses Before History and Old Times. It was published in 1931 in the Istanbul state printing house. Authors; M.Tevfik Bey, Samih Rifat Bey, Akçuraoğlu Yusuf Bey, Resit Galip Bey, Disaster Lady, Baki Bey, Ismail Hakki Bey, Resit Saffet Bey, Sadri Maksudi Bey, Semseddin Bey, Semsı Bey, Yusuf Ziya Bey. This book was reprinted in 1932 and 1938. The entire 1931 book contains ancient subjects. There is no change in the curriculum of the ancient history of 1934, 1938, 1947, 1949.

The 1952 high school curriculum was implemented between 1952 and 1956. The books of this period also consist of ancient subjects. There is no change regarding the ancient history of the curriculum of 1957. In 1976, antiquity issues declined to 58%. In 1980, the subjects of ancient times were given in a single book and the density increased to 87%. In 1994 it decreased to 21%. The textbooks with the least historical subjects belong to the years 1999 (8.42%) and 2000 (8.79%). Ancient subjects; In 2006 (13.68%) and 2013 (14.58%) the old age subjects decreased and took place in the textbooks. In today's (2019) history textbook, the subjects of ancient age are 14.09%. When we look at these rates, it can be seen that there is a serious decrease in the textbooks of ancient history subjects.

**Graphical Distribution of Ancient History Subjects in the History Textbooks of the Republican Era
Table 2**

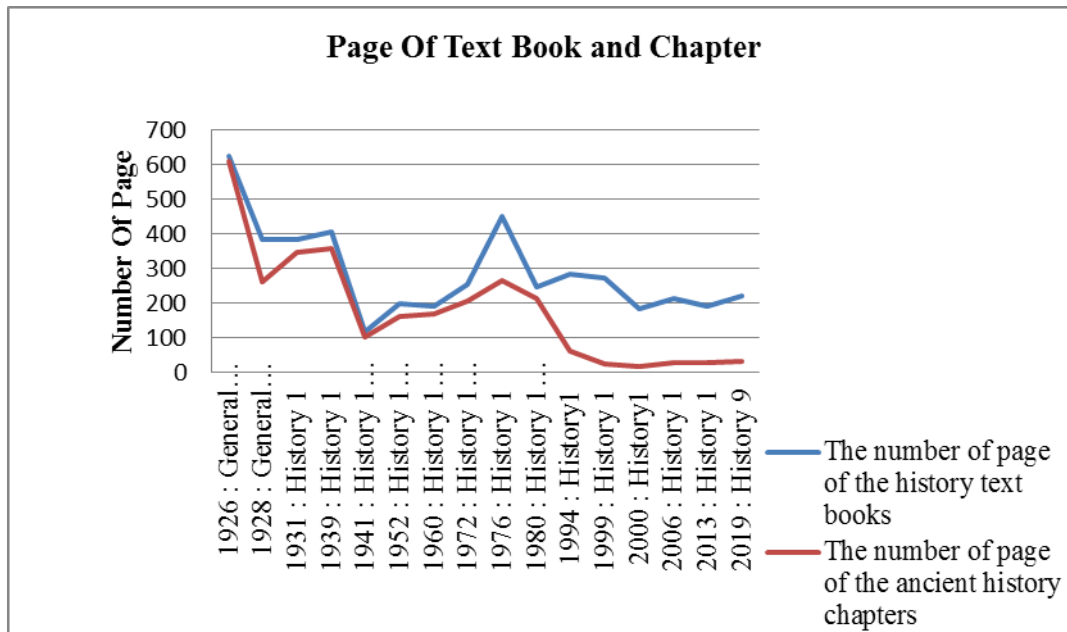


Table 2 shows the distribution of the number of pages in the textbooks of ancient history subjects by years.

4. Conclusion and Recommendations

The section devoted to Ancient History in the history books prepared is quite intense at the beginning of 1920s. In this period, 98% of the history books in the relevant history books are reserved. This intensity began to decrease in 1928 (68%). Although an increase was observed in 1931 (90%), it continued to decrease in the following years.

It is observed that the lowest period of the old age subjects was between 1999 and 2000 (8.42% - 8.79%). It is seen that history teaching takes place in different periods in accordance with different purposes. The main reasons for these differences are the content and quality of the historical narrative as well as the changing citizenship expectations of the country. It is meaningful to expect these expectations mainly from history teaching.

Researching what is expected from history teaching in the past and around Anatolia also means to investigate the qualities of citizenship in this region. As a result of the research, it was determined that the political-ideological understanding of the period in which they were published was reflected to the secondary school history programs published during the Republican period and that the secondary school history programs changed according to the periods examined.

History course curriculum should be prepared free of political and ideological elements. With this course, students should be able to criticize historical events from a wide angle.

The recommendations for the studies to be conducted based on the data obtained from the research are as follows:

1. In history textbooks, subjects containing ancient history should be included considering the importance of the period,
2. The knowledge of ancient history updated as a result of archaeological studies should be reflected in the textbooks in a timely manner,
3. History is a whole, so every period of history should be included in the textbooks with sufficient weight to express that period.
4. While presenting the subjects of ancient history in the textbooks, preparing them with the opinions of the field experts will ensure that the importance that the period deserves is given.

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